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ABSTRACT

Brief descriptions of 92 Indian education projects in British Columbia K-12 schools (provincial, federal, private, and parochial) are based on survey responses. The preschool, elementary, secondary, adult basic education, and home coordinating programs for Indian students concentrate on such special areas as language and/or academic skills development, life skills and outdoor education, native crafts and culture, and include counseling and adjustment assistance. Descriptions, which vary in detail and demonstrate the breadth of the attempt to meet the needs of Indian school children in Canada, are grouped by traditional language/culture area as identified by the British Columbia Provincial Linguist: Athapaskan, Bella Coola, Chilcotin, Coast Salish, Haida, Interior Salish, Kootenay, Kwakiutl, Nuu-Chah-Nulth (Nootka), and Tsimshian. Within each area, projects are listed alphabetically by community. A list of 43 key word descriptors which summarize the major thrust of each project or program includes such items as art, Band Operated School, curriculum, Friendship Center, joint project, math, readiness, gifted, home school coordinator, Indian culture (traditional and contemporary), social studies, teacher aide, tutor, and teaching strategies. These terms serve as a guide to the focus of the various programs but do not indicate significant content in the program descriptions provided. (MM)

Rec'd 9/24/84

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INDIAN EDUCATION PROJECTS AND PROGRAMS IN B.C. SCHOOLS

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Faculty of Education
University of British Columbia

RC 014986

Revised
April 1983

IN MEMORIAM
ROBERT W. STERLING
1937-1983

As this Survey was going to press, the tragic news arrived that Robert Sterling and his son Corey had drowned in a boating accident.

Robert was the pre-eminent leader in Indian Education in B.C. He was a personal friend and a professional colleague of Indian educators throughout the province. He was an inspiration and a supportive critic to many of the projects and programs in this Survey.

In Robert's memory we have inluded a biography written for his Memorial Service and a poem which he wrote in 1982.

To his many friends, Robert had the soul of a poet and a dreamer. However, there was also a practical side to his nature. In his few short years, he pioneered many firsts in the field of Indian education. Many of his contemporaries are unaware of this, however, because of his highly developed sense of modesty and lack of ego. His career spanned over 20 years and reflected his diverse interests and intellectual pursuits, although he remained true to his first passion: Indian education.

In 1956, Robert became the first native Indian high school graduate in the Nicola Valley. After a year at the University of British Columbia, he came home to teach at Spahomin, on the Upper Nicola Reserve.

In 1959, he did what many young people do -- broke away from his chosen career to discover more about the world and himself. For 10 years he held many different jobs. In 1966 he married Doreen Manuel. Corey, Allyson and Robert Jr. were born in the following years.

By 1969 Robert was ready to return to education, and he became the first Home School Coordinator in B.C. In 1972 he resumed his own studies, and graduated from U.B.C. in 1977 as a Bachelor of Arts, with his Major in Psychology. While at university, he was extremely active as a member of the B.C. Native Teachers' Association (BCNITA), and participated in getting the B.C. Teachers' Federation to officially recognize BCNITA; persuading the B.C. and Canadian School

Trustees of the importance of Indian participation on school boards; and establishing a greater sensitivity to the unique problems of native students on the part of the provincial government. His first priority was always to increase the numbers of Indian professionals in education. He was involved with many colleges and at the time of his death. He was also universities in establishing training programs for native teachers, Home School Coordinator and teacher aides. In particular, he was integral to the formation of the Native Indian Teacher Education Program, a university-level program at the University of British Columbia. He was Chairperson at the NITEP Advisory Committee at the time of his death. He was also a member of the National Indian Brotherhood Education Committee for two years.

Robert could easily have become a dominant leader on the provincial or national education scene, but such was his devotion to his family and the land where he was born, that in 1977 he opted to return to his roots in the Nicola Valley. In 1979 he became the Education Coordinator for the Nicola Valley Indian Administration. His efforts were rewarded when the Nicola Valley attained one of the highest per capita ratios of native high school graduates in the country.

Among his other accomplishments Robert was multilingual, speaking Nl'kpmx, Okanagan and Lillooet, in addition to English. His recreational pursuits were many and varied. "By tradition and upbringing I am a hunter and fisherman", he once wrote. "I can tan hides, pick berries or make baskets. I occasionally cook for the family and I can sew and mend my own clothes. I can do general household repairs, build a house and repair my own motor vehicle. I can break and train a horse. I am interested in casual gold panning. I love the wilderness and seek out uninhabited areas for spiritual solitude and relaxation."

Robert was a gentle, almost shy man, who believed more could be accomplished with a smile and a few softspoken words of persuasion than by any other means. He attributed most of his success to his family and the people with whom he had worked. He was firmly rooted in his people's past and traditions, yet he was unafraid to face and conquer the future.

Robert is survived and missed by his mother Sophie, wife Doreen, daughter Allyson and son Robert Jr., brothers and sisters, Indian people and educators throughout B.C. and Canada.

◆

I have learned that my development has been Mental, Physical, Spiritual, Social, Family, Financial, Political and Scientific.

I have learned that I am a member of an Indian tribe but more importantly I am a member of the best of the human race.

I have learned that all people are learners and all people are teachers. We teach by the way we learn, and we learn by the way we teach.

Each thing I have learned has changed me; and the more I change the more I stay the same. The more I learn the more I discover I need to learn.

I have learned that I am a product of two worlds and my survival and the survival of my people depends upon me being the best I can be in both worlds.

I have learned:

Not just to look - but to see!
Not just to touch - but to feel!
Not just to take steps - but to stride!
Not just to listen - but to hear!
Not just to talk - but to say something!
Not just to dream - but to do something!
Not just to take - but to give!
Not just to exist - but to be!

If life in the future means to challenge me, change me, depend on me, use me, hurt me, laugh at me, criticize me, tempt me, complicate me,

Then I am ready!

Robert W. Sterling
1982

Acknowledgements

This survey was made possible by assistance from a number of individuals and organizations.

The most important people to acknowledge and thank are those who contributed program and project descriptions to the Survey. We received excellent cooperation from almost everyone we contacted. In fact a large number of people did not wait for us to contact them ,but called or wrote us with descriptions. We hope that in turn, this publication benefits those people as they attempt to develop and refine their projects and programs.

Financial support for the project was provided primarily by the B.C. Region of the Department of Indian Affairs . Their support and cooperation, as well as funding is gratefully acknowledged. We also appreciate the financial support provided by the provincial government and the University of British Columbia for the Survey.

We would like to thank Simon Danes who worked on the Survey in its early stages but was unable to continue. Saul Arbess, Director of Indian Education for the Ministry of Education, is another person who we would particularly like to thank.

We would also like to thank Cathi Lowe who typed all the information into the computer, as well as setting up the processing structures for it.

Our thanks to all of you.

Arthur J. More
Lorna Macdonald
Judy Stringer
Tom Willie

Introduction

The Survey is a revision of an earlier survey completed in June, 1981. However, it is more than a revision, it includes new features, described below, which we hope will increase the usefulness of the Survey.

Goal of the Survey

The goal of the Survey is to compile a description of all Indian Education projects in B.C. schools from kindergarten through Grade 12. We have attempted to include all schools - provincial, federal, private and parochial.

The project and program descriptions are based on information provided to us by the people involved in the projects and programs. We have attempted to use their own words wherever possible, to retain the essence of the programs.

Since approximately 90% of native Indian children, status and non-status attend provincial schools, it is not surprising to find that a majority of the projects and programs are in provincial schools.

Most of the projects and programs are funded through the Indian Education Special Approvals process through the Director of Indian Education for the provincial Ministry of Education. Many other projects are funded by the Department of Indian Affairs through Bands and Tribal Councils. Others are funded by school districts and funding agencies.

Functions of the Survey

The Survey serves a number of important functions including:

1. Providing school districts (particularly Indian Education Coordinators and program personnel), Bands and Education Committees with:

a. the opportunity to exchange ideas and information on Indian Education projects,
b. a basis for refinement and development of existing projects,
c. a basis for developing new projects which build on the successes and avoid the failures of other projects.

2. Demonstrating the extent and variety of Indian Education projects.

3. Providing government departments and Indian organizations with a basis for analyzing trends and discovering gaps in Indian education projects in B.C.

4. Assisting in the search for ways of improving educational opportunities for native Indian children.

Continuous Updating

The Survey has been computerized to allow for continuous updating. As programs and projects change the file will be updated as soon as the information reaches us. This will provide an up-to-date information bank on projects and programs in the province.

Descriptors

In many cases an individual or group is looking for information on a specific type of project, e.g. elementary Indian language programs, or secondary academic Skills development.

With this in mind we have assigned Key Word Descriptors to summarize the major thrust of each project or program. These Key Word Descriptors appear in parentheses immediately after the title. A complete list of these Descriptors appears below.

Academic Skills Development
Adult Education
Alternative School
Art
Assessment
Band Operated
Band Operated School
Community Education
Consultant
Coordinator
Counselling
Crafts
Curriculum
Day Care
Elementary
Environmental Education
Friendship Center
Indian Education Committee
Indian Language
Indian Studies
Joint Project
Kindergartens
Language Arts
Learning Assistance
Life Skills
Math
Middle School
Personal Development
Pre-school
Readiness
Research
Resource Center
Secondary

Gifted
Group Homes
Home School Coordinator
Indian Culture - Traditional
Indian Culture - Traditional and Contemporary
Social Studies
Teacher Aide
Teaching Assistant
Teaching Strategies
Tutor

Computer Search and Retrieval

On request we will run a computer search for any combination of Key Word Descriptors. By return mail we will send a printout of all descriptions which fit the combination of Key Word Descriptors that is sent to us (by mail or telephone).

This will enable an individual or group to quickly obtain a description of programs and projects of the same type. For example, if a list of Home School Coordinators employed by Bands is required, the request would be for the combination "Band Operated; Home School Coordinator". Or if a description of all elementary Indian language and culture programs is required, the combination would be "Indian language; Indian Culture Traditional; Indian Culture Traditional and Contemporary; Elementary."

If you are not sure which combination of descriptors to use, just describe the type of project or program in your own words, and we will select the descriptors.

How to Use This Survey

The descriptions are grouped according to the major traditional language/culture areas as identified by the B.C. Provincial Linguist. Within each area projects are listed alphabetically by community.

The Table of Contents lists the descriptions in the same order.

Information Gathering

The project and program descriptions were gathered from the 1981 edition of the Survey plus information from the Director of Indian Education of the provincial Ministry of Education, Department of Indian Affairs , Home School Coordinators, Indian Education Coordinators,)-f And Other Lists And Contacts. Each Project Received A Request For Information To Be Done According To A Standard Format. When The Information Was Received It Was Edited To Give A Greater Consistency In Format, With As Few Changes As Possible.

For Further Information

One limitation of this type of survey is that the information on any one project is minimal. The name, address, and phone number of a contact for further information is provided. This contact is usually the individual who operates the project or is administratively responsible for it.

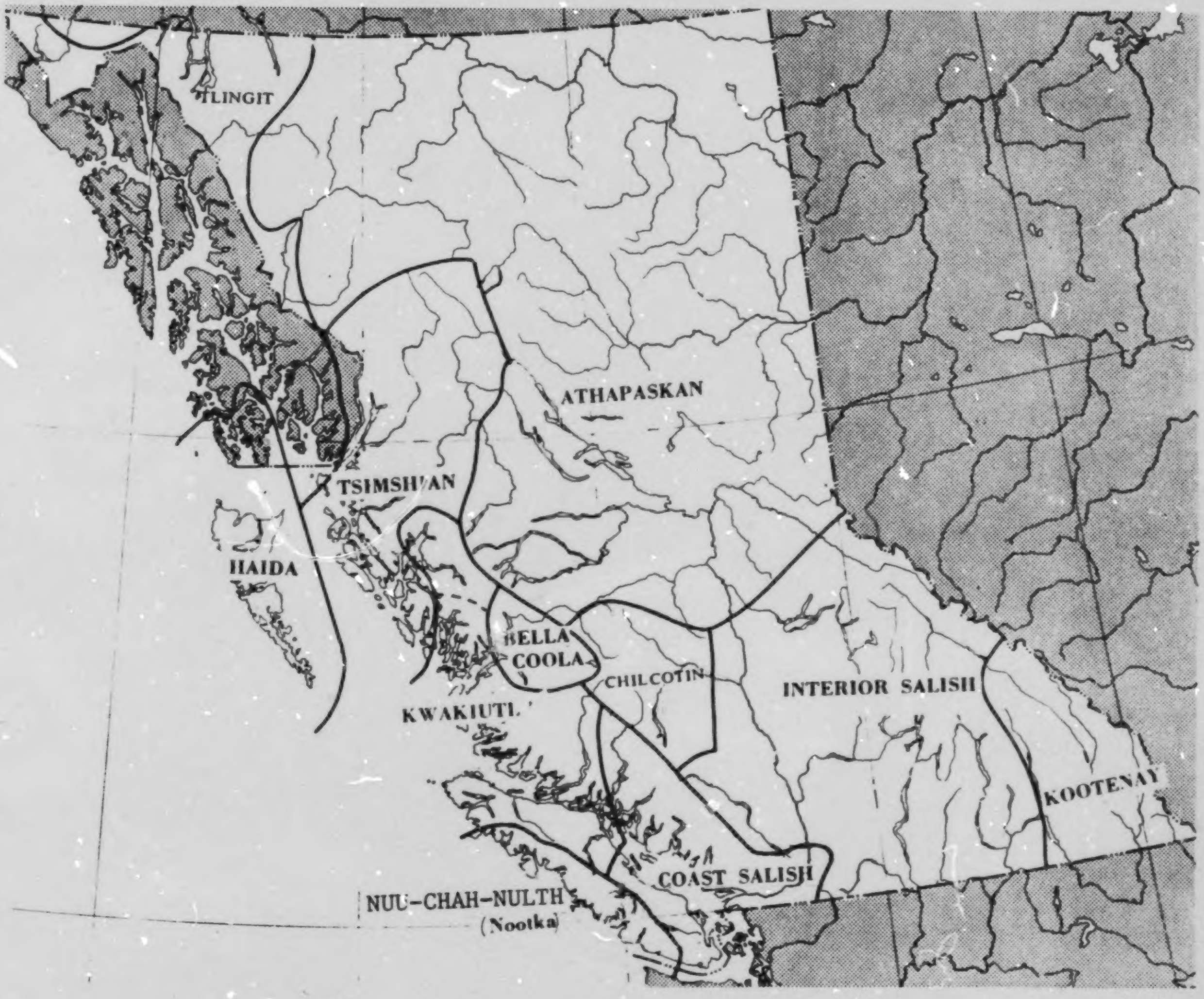
Adding Projects, or Updating and Correcting Information

Some projects were omitted inadvertently. Other projects were omitted because we were unable to obtain sufficient information or confirm its accuracy before press time. To those projects which were not included, we apologize. Other project descriptions will need correcting or updating because of the time delay. Additions and corrections are encouraged. Please send the information to: Dr. Art More, Faculty of Education, University Of British Columbia, Vancouver, B.C. V6T 1Z5. Ph. 228-2338.

Arthur J. More
Lorna MacDonald
Judy Stringer
Tom Willie

April, 1983

INDIANS OF BRITISH COLUMBIA: MAJOR LINGUISTIC CULTURAL DIVISIONS


TLINGIT
ATHAPASKAN
TSIMSHIAN
HAIDA
BELLA COOLA
CHILCOTIN
KWAKIUTL
INTERIOR SALISH
KOOTENAY
COAST SALISH
NUU-CHAH-NULTH
(Nootka)

Adapted from Duff, Wilson The Indian History of British Columbia: Volume 1, The Impact of the White Man. Victoria: Provincial Museum of Natural of Natural History and Anthropology, 1964.

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TABLE OF CONTENTS

Entries are located alphabetically by community and grouped

In Memoriam:
Robert Sterling i
Acknowledgements iv
Introduction v
Indians of B.C. Map ix

ATHAPASKAN

Anahim Lake 2
Burns Lake 5
Chetwynd 7
Dawson Creek 10
Fort Babine 12
Fort Nelson 13
Fort St. James 16
Fort St. John 17
Fort Ware 19
Fraser Lake 20
Halfway River 20
Ingenika Point 21
Kelly Lake 21
Lower Post 23
Prince George 23
Quesnel 25
Smithers 29
Stoney Creek 32
Tache 33
Tache and Portage 34
Takla Landing 36
Telegraph Creek 38
Vanderhoof 38

BELLA COOLA

Bella Coola 43
Rivers Inlet 47

CHILCOTIN

Alexis Creek 49
Hanceville 50
Nemiah Valley 51

COAST SALISH

Abbotsford 57
Agassiz 58
Burnaby 59
Campbell River 61
Chehalis 66
Chilliwack 67
Chilliwack/Sardis 69
Duncan 69
Hope 75
Kuper Island 77
Langley 78
Maple Ridge 79
Mission 80
North Vancouver 80
Powell River 86
Saanich 91
Seabird Island 96
Sechelt 98
Sooke 100
Squamish 101
Vancouver 103
Victoria 112

HAIDA

Massett 122
Queen Charlotte Islands 122

INTERIOR SALISH

Alkali Lake 125
Armstrong 125
Barriere 126
Cache Creek 127
Canim Lake 128
Enderby 130
Kamloops, Chase 132
Lytton 138
Merritt 145
Okanagan 152
Oliver 155
Pemberton 157
Penticton 158

Salmon Arm 160
Shalalth 161
Vernon 165
Westbank 165
Williams Lake 167

KOOTENAY

Creston 179
Cranbrook 180
Windermere 182

KWAKIUTL

Alert Bay 184
Kitimat 189
Klemtu 192
Port Hardy 193
Waglisla (Bella Bella) 194

NUU-CHAH-NULTH (NOOTKA)

Ahousat 198
Port Alberni 199
Tofino 205
Ucluelet 207

TSIMSHIAN

Hazelton/Kitwanga/ Terrace 211
Hazelton 212
Kispiox 216
Kitsegukla 218
Kitwancool 218
Kitwanga 221
New Aiyansh 222
Prince Rupert 227

MISCELLANEOUS

Vancouver 234
Victoria 237

APPENDICES

A Home School Coordinator: General Description 244

ATHAPASKAN

Anahim Lake Band, Anahim Lake

Anahim Lake Education Programs

(Band Operated School, Pre-School, Indian Language, Home School Coordinator, Elementary, Secondary)

Pre-School Program

The pre-school program is funded by the Department of Indian Affairs and administered by the Band. This program began in September 1981 and employs one pre-school teacher. It is expected that the project will increase its curriculum activities and gradually expand into the elementary school system.

Adult Basic Education

This is a Level 3 upgrading program funded and operated by Canada Manpower and Cariboo College of Williams Lake. The Band provides classroom facilities. The project is designed to upgrade the educational level of the adults living on the Reserve, which thus enables those people to pursue their interests in trades or careers.

Home School Coordinator

This has been a full-time position funded by the Department of Indian Affairs and administered by the band since 1980. The Home School Coordinator is responsible for approximately 140 students enrolled in kindergarten through to Grade 12, and post-secondary students residing in Williams Lake, Prince George or Kamloops. The HSC acts as a liaison between students, parents and teachers, keeps an updated file for each student, assists with the Carrier Language, and Adult Education programs, makes regular visits with the boarding home parents and attends out of town education meetings.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Leona Toney, Home School Coordinator, Anahim Lake, B.C. V0L 1C0. Ph. 742-3260.

School District #27 (Cariboo-Chilcotin), Anahim Lake

Carrier Language Program, Anahim Lake Elementary Secondary

(Indian Language, Elementary, Secondary)

The District serves only one Carrier community and the Anahim Lake School offers a comprehensive Language Program. The instructor is presently employed by the Ulkatcho Indian Band. Students are taught Carrier language for 20 minutes per day or 100 minutes per week. The program serves 70 native children and 14 non-native children.

At the primary level the objectives are:
- to stimulate oral fluency for those children that have a basic vocabulary
- to develop a basic vocabulary for the non-speakers
- to make children more familiar with the Carrier language
- to develop greater self-confidence in the Carrier children in the school system.

The manual "Teaching Yukon Indian Languages" and the Peabody Language Development Kits are being used as the basis for an oral Carrier Language Program. A Carrier-English auditory comprehension test is used with the program. The instructor keeps anecdotal notes on each student. Instruction is observed by the principal from time to time.

For grades 4-12 the objectives are:
- to develop more specific descriptive ability
- to introduce Carrier literacy and to bring the fluent speakers to fully independent literacy ability
- and to maintain a sense of place for the Carrier student in the school system.

The program makes use of excellent materials that were originally developed in Fort St. James and that have been adapted by the Ulkatcho Band:
- the southern Carrier primer and workbooks #1 and 2
- the teacher's guide for non-speakers of Carrier
- and the teacher's guide for fluent speakers of Carrier.

Various teacher prepared materials are utilized also. The testing component of the Carrier Linguistic Committees Program is in use.

Because the pupils' fluency in Carrier language is decreasing, the program is moving towards being a Second Language Program from a first language preservation program.

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Anahim Lake

Native Teaching Assistants

(Teacher Aide, Indian Culture - Traditional And Contemporary, Indian Language, Elementary, Secondary)

A Native Teaching Assistant is provided at Anahim Lake Elementary, as well as in the Chilcotin and Shuswap areas of the school district.

A detailed description of the position for all schools in School District #27 is given under Interior Shuswap, School District #27, Williams Lake.

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #55 Burns Lake

Native Basic Skills/Study Skills

(Academic Skills Development, Language Arts, Indian Culture - Traditional, Elementary, Secondary)

These are primary and secondary intervention programs designed to assist student entrance to, and progression through, the academic mainstream. Four teachers are employed through Special Education funding from the Ministry of Education.

At the primary level basic academic skill development in language arts as well as native history, culture, arts and crafts, are emphasized. At the secondary level study skills are emphasized and students are provided with trained supervision during regular school hours in order to complete assignments and prepare for examinations.

Administration and evaluation of the program is the joint responsibility of teachers, individual school principals and the District Coordinator of Special Services.

For further information contact: Mr. John Barth, Coordinator of Special Services, School District #55, P.O. Box 2000, Burns Lake, B.C. V0J 1E0. Ph. 692-7141.

School District #55 Burns Lake

Teacher-Linguist/Native Language Program

(Indian Language, Indian Culture - Traditional And Contemporary, Language Arts, Curriculum, Elementary)

The program concerns development of curriculum for instruction in English as the second language of Carrier children. It employs one teacher/linguist through funding from the Department of Indian and Northern Affairs. Antecedent to this position School Administrators, representatives of Lake Babine, Burns Lake, Cheslatta and Omenica Indian bands, and the Department of Indian and Northern Affairs, established curriculum development guidelines including the following:

1. To undertake a detailed linguistic analysis of

the local Carrier language using published linguistic descriptions and native informants.

2. To identify with the help of local native people the social values and cultural features most important to the preservation of Carrier ways.
3. To identify instructional techniques compatible with the cognitive styles and learning strengths of Carrier children (K-3).
4. To construct a language arts curriculum to facilitate development in the native Carrier language, emphasizing both oral and written language skills.
5. To select and train native facilitators to teach the Carrier curriculum.
6. To identify potential problems for Carrier-speaking children learning English through contrastic and/or error analysis of English and Carrier.
7. To construct a curriculum designed to facilitate the learning of English as a Second Language/Dialect by Carrier children.
8. To field test and oversee the implementation and continued improvement and development of the curricula.
9. To provide a detailed account of the process of curriculum development
10. To maintain communication and exchange ideas with other educators and linguists engaged in similar projects.

For further information contact: Ms. Malerie Burton, Burns Lake School Board Office, P.O. Box 2000, Burns Lake, B.C. V0J 1E0. Ph. 692-7141.

School District #55 Burns Lake

Home School Coordinators

(Home School Coordinator, Elementary, Secondary)

The Home School Coordinators provide counselling to native Indian students and their families. Two are employed by the School District through the district's special education funding from the Ministry of Education.

The Home School Coordinators liaise between the native Indian Community and the public school system with an aim toward:

- providing counselling to native students and their families
- facilitating improvement of student academic achievement and school attendance
- interpreting the aims and wishes of all participants.

Administration and evaluation of the Home School Coordinators activities is handled jointly by local principals, the District Coordinator of Special Services, and the Education Coordinator of the largest local Indian band.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Mr. John Barth, Coordinator of Special Services, School District #55, P.O. Box 2000, Burns Lake, B.C. V0J 1E0. Ph. 692-7141.

School District #59 (Peace River South), Chetwynd

Native Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

The position of Native Home School Coordinator was initiated in September 1975. It is funded by the Indian Education Branch of the Ministry of Education.

The Home School Coordinator is available seven days a week to serve 68 families from the Saulteaux and West Moberly Lake Bands. Eighty-one children attend five schools - Moberly Lake, Windrem Elementary, Don Titus Elementary, Chetwynd Junior And Chetwynd Senior Secondary Schools. The goals of the Home School Coordinator are:

- "to motivate and encourage regular attendance among native students
- to encourage native students to become involved in the schools they attend
- to help native students to become aware and understand

their responsibilities in school
- to encourage native students to remain in the school system longer."

More specifically, the Chetwynd Home School Coordinator:

1. "visits homes to talk with parents, counsels parents
2. talks with teachers about pupils
3. teaches Cree
4. counsels pupils in schools
5. makes and takes referrals
6. records students' attendance
7. helps Social Studies teachers develop material for Indian classes
8. is a resource person for Social Studies teachers
9. is a resource person for teachers in Arts and Crafts
10. works with the Director of Native Studies, Northern Lights College and Universities
11. works with the Department of Human Resources
12. sets up parent/teacher meetings
13. prepares material for school newsletter
14. writes articles for the local newspaper."

On-going evaluation is done at scheduled meetings between the Chetwynd Native Indian Education Committee, the principal and teachers, and the native Home School Coordinator.

The coordinator is attempting to reactivate the Native Indian Education Committee in hopes of revitalizing the Native Studies Program that was given in 1977 to 1979.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Catherine Dokkie, Chetwynd Elementary Junior Secondary School, P.O. Box 447 Chetwynd, B.C. V0C 1J0. Ph. 788-2267.

School District #59 (Peace River South), Chetwynd

Native Teacher Aide, Windrem Elementary School

(Teacher Aide, Academic Skills Development, Elementary)

One native aide has been funded by 1.0 Special Approval from the Ministry of Education since September 1979. The aide assists students with any problems they may have in the elementary school, particularly the primary children, and the teachers with any problems they may encounter in working with native children. She works in classrooms to assist teachers with remedial drills in basic math, reading, nutrition and hygiene. She works on an oral language program helping develop a key word vocabulary (grade 1) with emphasis on the Dolch list. Instruction is given daily on the Ferald technique. The aide translates English and Cree during parent teacher conferences. She provided counselling to native students who are experiencing difficulty adjusting to the school system or who have problems of a personal, social or behavioral nature. She assists the Home School Coordinator regarding attendance problems. She makes home visits concerning attendance and counselling. In the past she taught some Cree and native crafts but these activities are no longer included in the curriculum or activities at school.

For further information contact: Ms. Johanne Courtoreille, Native Teacher Aide, Windrem Elementary School, P.O. Box 210, Chetwynd, B.C. V0C 1J0. Ph. 788-2528.

School District #59 (Peace River South), Chetwynd

Indian Education Programing

(Learning Assistance, Elementary, Secondary)

The District philosophy is that all students should be treated equally, with no special emphasis on any particular group. As a result there are no special programs for native Indian students in the main schools in the District, but special programs are available to all students on the basis of need.

Native Indian students are included in some special programs but no formalized attempt is made to incorporate native culture into the curriculum. There is a Home School Coordinator and she will arrange for native Indian speakers or demonstrators of crafts and skills if requested.

KHA Alternate School program provides students with an opportunity to obtain a Grade 10 equivalent standing in an individual educational program with a strong outdoor education component. It no longer has an Indian component, however, there are 13 native students in the program.

Native Learning Difficulties Teacher is now simply a learning difficulties teacher. She is available to help students as diagnosed.

The Physical Education/Guidance Teacher position no longer exists.

For further information contact: Principal, Windrem Elementary School, P.O. Box 210, Chetwynd, B.C. V0C 1J0. Ph. 788-2528; or Principal, Chetwynd Secondary School, P.O. Box 447, Chetwynd, B.C. V0C 1J0. Ph. 788-2267.

School District #59 (Peace River South), Dawson Creek

Nawican Alternate School

(Alternative School, Academic Skills Development, Life Skills, Indian Studies, Secondary)

The program's focus is academic upgrading and regular grade progression tied with a native studies component. These components give a regular grade-school equivalent education and the core subjects to the grade 10 level and instill an understanding of, and pride in being, native Indian in a dominant white society.

The Nawican Alternate School is designed to instill pride in being native Canadian. At the same time, skills are taught to enable students to function successfully and cope with the difficulties associated with cultural duality. The psychological, philosophical base of the Nawican Alternate School is Adlerian. Natural and logical consequences, together with democratic humanism are natural functioning components of the program. Students are expected to strive for excellence at all times in all endeavours.

There are many problem behaviors exhibited by the youngsters. These youngsters fail to realize their responsibility for their own selves and their own lives. The problems arise from the negative social and cultural experiences felt by the youngsters. Once the youngsters have some positive experiences in the social and cultural milieu, positive educational and vocational experiences follow. The solutions to many of the general problems can be found in extensive work and counselling in the social, cultural, educational and vocational fields.

The Nawican Alternate School will admit students complying with the following criteria: (1) reside within the confines of Dawson Creek school attendance area; (2) be between the ages of 12 and 18 years; (3) be free from severe mental/emotional handicaps; and (4) be free from a history of physically violent behavior.

The school accepts students from all races and creeds. The students and parents must consent to the admission. The school cooperates with all other agencies in ensuring the general safety and well-being of the students. The decision to admit a student is made after a two week trial period.

In brief, students are offered equivalent courses to the grade 10 level in Math, English, Earth Science, and Social and Native Studies and Physical Education - together with the non-credit electives of Art, Crafts, Homemaking Skills and Native Language. The school operates on an academic and social contract system where students contract with staff to do schoolwork and improve social skills. Childcare counsellors are responsible for the setting up of the life skills program and will counsel students on a regular basis. In addition, the services of a Home School Coordinator are available to the students.

For further information contact: Ms. Lynete Wren, Teacher, Nawican Alternate School, 1320 - 102 Avenue, Dawson Creek, B.C. V1G 2C6. Ph. 782-5202.

School District #59 Dawson Creek

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

This position had been filled for many years until 1982. It was vacant for about six months but in early 1983 a job competition to fill the position is in progress.

For further information contact: Special Services, School District #59 (Dawson Creek), 929 - 106th Avenue, Dawson Creek, B.C. V1G 2N9. Ph. 782-8571.

Fort Babine Indian Band, Fort Babine

Fort Babine School

(Band Operated School, Elementary)

The Fort Babine Education Committee is in the process of being incorporated under the B.C. Societies Act. It is hoped that the administration and operation of th school will be taken over by the committee by September 1, 1983.

At present there are two teachers, one teacher aide for assisting pupils with correspondence courses and a pre-school teacher.

For further information contact: Mrs. Agnes Michell, President, Ft. Babine Education Society, P.O. Box 1089, Smithers, B.C. V0J 2N0.

School District #81 Fort Nelson

Indian Education Programs

(Indian Studies, Academic Skills Development, Elementary, Secondary)

School District #87 has quite a large percentage of native Indian students. The district philosophy at present is to integrate those students in the regular programs or if there are learning or behavior problems, to deal with the native Indian students in the same special help programs as are offered all students in the district. In 1981, Tuchodi School was set up for students with behavior problems. At one time the students in the program were mainly native Indian. At present the students in the program are mainly non-native. A special program was set up in 1982 and named the Elementary Adjustment Program. This program is for students who lack basic elementary skills in language arts and arithmetic. The 12 students now enrolled include some native Indian children but it is not a program for native Indian students per se.

1. Special Counsellor, Fort Nelson is available to all students, native and non-native.

2. Northern and Native Studies

Materials development was accented in the years 1977-80. In 1982-83 this program involves a half-time Native Indian Education Teacher who works with the Band Education Committee and plans curriculum for all areas. She has worked closely with Carol Dickie in setting up the Band operated pre-school and kindergarten on the Fort Nelson Indian Reserve. This is a first for the band and it has been a successful venture this year. The Native Indian Education Teacher also coordinates two Cultural Demonstrators who work in the Fort Nelson schools. The students in the elementary school with the largest percentage of native Indian students receive language instruction in Slave. Native crafts are taught in most schools, in particular, beadwork and moccasin making. When they have time the Cultural Demonstrators are also available as teacher aides.

For further information contact: Mr. Fader, Director of Instruction, School District #87, Fort Nelson, P.O. Box 87, Fort Nelson, B.C. V0C 1R0. Ph. 774-2591.

Fort Nelson Indian Band, Fort Nelson

Pre-school And Kindergarten

(Band Operated School, Pre-school, Kindergarten, Indian Language)

The school is band operated. The pre-school meets three mornings a week and the kindergarten meets every afternoon. There is a qualified teacher and the band hopes to hire an aide. Plans are being made to expand the school to grade 3 to provide a school for the children closer than 7 miles by bus.

The school district hires two native Indian teachers of the Slave language and one Culture Demonstrator. The crafts taught have been beading and moccasin making from hides tanned on the reserve.

For further information contact: Ms. Kathy Dickie, Home School Coordinator, Pre-school, Fort Nelson Band Office, Fort Nelson, B.C. V0C 1R0. Ph. 775-2673.

Fort Nelson Indian Band, Fort Nelson

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

The Home School Coordinator acts as a liaison person between the school staff and the members of the band. There are about 100 native Indian students in the Fort Nelson Band, most of whom attend the Fort Nelson District #81 schools.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Kathy Dickie, Home School Coordinator, Fort Nelson Band Office, Fort Nelson, B.C. V0C 1R0. Ph. 775-2673.

School District #87 (Stikine), Fort Nelson

Indian Education Programs

(Indian Language, Indian Studies, Teacher Aide, Elementary, Secondary)

School District #87 (Stikine) contains seven school:s

Dease Lake Elementary
Snowridge Elementary
Lower Post Elementary
Good Hope Lake Elementary
Atlin Elementary/Junior Secondary
Telegraph Creek Elementary/Junior Secondary
Cassiar Senior Secondary.

These schools enroll populations of Indian students, drawn from three bands (Tahltan, Tlingit, and Kaska), which vary from practically no natives at Snowridge to almost 100% native students at Lower Post. Consequently, implementation of Indian education programs also varies from school to school.

However, when schools, Bands and surrounding communities show an initiative to implement a program the school district readily supplies resource materials. Among the programs extant in School District #87 are:

- Native Language Instruction which is available at all schools in the district. Five part-time native resource persons provide instruction in the three dialects (Tahltan, Tlingil and Kaska) in the appropriate schools. The most intensive Language Program is offered at Telegraph Creek by the only full-time language instructor.
- Northern and Native Studies which deals primarily with culturally and environmentally relevant life skills training, Arts and Crafts. The most intensive Northern and Native Studies program is offered at Lower Post.
- Native Aides, of which there are three, offer support, learning assistance, and home/school liaison. They are

primarily employed in the Telegraph Creek area.

For further information contact: Mr. Dick Chambers, School District #87 (Stikine), Fort Nelson, B.C. V0C 1R0. Ph. 778-7758.

School District #56 (Nechako), Fort St. James

David Hoy Elementary School Programs

(Home School Coordinator, Teacher Aide, Language Arts, Math, Indian Language, Elementary)

One full-time HSC/Teacher's Aide provides mathematics and language arts assistance to students in Grades 1-4. One part-time (3/5) Carrier language teacher provides 8 students with instruction in elementary Carrier language and culture.

The Carrier language teacher is native Indian, fluent in the Carrier language, and certified under the auspices of the College of New Caledonia.

Materials are provided by the Carrier Linguistic Committee. A full listing of these materials is available on request. The instructional program emphasizes listening, speaking, reading and writing. Cultural aspects include native songs, dance and handicrafts.

The Carrier program is available to all students in the school as an alternative to Elementary French. Each instructional group is allotted 3 - 1/2 hour periods in the regular school timetable.

An instrument to evaluate the effectiveness of the program is under review.

Funding for the Carrier Language and Curriculum program is provided by Special Approvals from the Ministry of Education.

For further information contact: Mr. F. Pankratz, Principal, David Hoy Elementary School, P.O. Box 880, Fort St. James, B.C. V0J 1P0. Ph. 996-8237.

School District #60 (Peace River North), Fort St. John

Home School Coordinator

(Home School Coordinator, Indian Language Indian Culture - Traditional, Elementary)

A Home School Coordinator is now funded for half-time by the Indian Education Branch of the Ministry of Education. The position was initiated in 1974.

The aims of the program are:

- to improve school attendance
- to promote rapport between homes and schools; to provide information to parents and school personnel; to promote appreciation of Indian culture in the schools.
- to liaise with community agencies

The following services are provided:

- home visits, particularly to assist enrollment of kindergarten children, to explain report cards
- close monitoring of kindergarten and primary children
- liaison with Learning Assistance teachers and coordinators
- encourage parents to visit schools
- show and explain film "Beaver Indians" and slide-tape "Moose Hide Tanning at Kelly Lake", and arrange Indian resource people
- assist in developing Indian Studies units
- arrange bus service and car pools.

The Home School Coordinator works closely with a group of native women in town who are addressing problems that involve their community and its children. These women are about to attempt to set up a network with the women on reserves to offer support and help to each other.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Irene Lethbridge, Home School Coordinator, School District #60; 9803 - 102nd Street, Fort St. John, B.C. V1J 4B3. Ph. 785-6785.

School District #60 (Peace River North), Fort St. John

Learning Assistance, Upper Pine And Buick Creek

(Learning Assistance, Language Arts, Elementary, Secondary)

The Ministry of Education funds half-time teachers for preventative programs in two schools. Both Upper Pine and Buick Creek Elementary Junior Secondary schools have sizable populations of Indian students from close-by reserves. The programs aim to provide supportive services to these students within the mainstream. The native Indian students are assisted in whatever subject areas are necessary to successful progress within the public school system by:

- conducting language development programs especially at the primary level
- providing one-to-one or small group tutoring
- assisting classroom teachers by providing materials and programs and
- evaluations to determine improvements in classroom work and year-end results.

Buick Creek Elementary Junior Secondary School serves the native Indian children from the Blueberry reserve 20 miles away. Beaver and Cree are spoken at home and the students use and comprehension of standard English is poor. One the average these children are missing a minimum of 50 days per year. Many of these children are repeating kindergarten and grade 1. The intermediate students are several reading levels (Ginn 720) below their peers. Most dropout after completing grade 7.

Extra learning assistance is available for 16-20 of these Indian students. The children are withdrawn from their classrooms for small group or one-to-one instruction. The emphasis of the program is on language development extending regular classroom instruction which uses the Peabody Language Development and Goldman-Lynch Sounds And Symbols Kits.

Upper Pine Elementary Junior Secondary School offers learning assistance to native Indian children in kindergarten to grade 8. The service is available to 20 children at a time. The children are seen on a short term (approximately six weeks) one-to-one basis. A language development, preventative program is offered to the primary children stressing oral language, vocabulary and reading readiness skills. The program for the intermediate grades 4 to 8 is a supportive one to successfully maintain the children in their regular classrooms. Learning assistance is offered in the language arts (vocabulary, sentence structure, spelling and oral and written expression), math and library skills. The older children are encouraged to have the confidence to ask for help, to find success, and to continue with their education.

For further information contact: Mr. Bob Smith, Learning Assistance Teacher, Buick Creek Elementary Junior Secondary School, School District # 60 (Peace River North), 9803 - 102nd Street, Fort St. John, B.C. V1J 4B3. 630-2231; or Mrs. Verla Thomson, Upper Pine elementary Junior Secondary School, School District # 60 (Peace River North), 9803 - 102nd Street, Fort St. John, B.C. V1J 4B3. 827-3232.

Fort Ware Band, Fort Ware

Fort Ware School

(Band Operated School, Indian Culture - Traditional And Contemporary, Elementary)

The school employs two teachers and two teacher aides. The school addition is in the planning stages and it is hoped that a community based high school program can be developed which will train people for employment and community service at Fort Ware.

Sekani Awareness Program

A joint project is run by the band and the DIA. In March, when school is closed, the teachers and students accompany the parents on their traplines. During this time the parents become the teachers and the teachers become the students learning about traditional and contemporary hunting and trapping and family socialization. When school re-opens the experiences on the trap line are integrated into regular curriculum. This program in cross-cultural living has proved valuable in compensating for a large staff turnover.

In 1983 a more formal approach to recording and organizing the learnings was employed. A proposal and outline were prepared. Reports of results were good.

For further information contact: Mr. Norm St. Clair-Sulis, District Superintendent of Education, Department of Indian Affairs , #209 - 280 Victoria Street, Prince George, B.C. V2L 4X3. Ph. 563-0231.

Fraser Lake Band, Fraser Lake

Pre-school and Kindergarten

(Band Operated, Pre-school, Kindergarten)

This Band has just this year started its own pre-school and kindergarten group. A fully qualified pre-school teacher was hired for the 10 students and she is assisted by one or more band members each half day session.

For further information contact: Fraser Lake Band Administration Office, P.O. Box 36, Fort Fraser, B.C. V0J 1N0. Ph. 690-7540.

School District #60, Halfway River

Halfway River School Programs

(Indian Culture - Traditional,Crafts, Elementary)

The school has a special project yearly. The building of a skating rink has enabled the first every hockey team to represent the community. The school children are all receiving skating instruction.

Another special project has been the development of a cross country ski program.

In 1982 the project was a chicken raising scheme. Newly hatched chicks arrived and the students had to arrange/build shelters for them, obtain feed for them and care for them. The grown chickens were kept as an egg-laying project but by fall the economics of the project was in doubt. Counting food, time spent caring for the chickens, weekend and summer caretakers it was estimated that each egg cost $1 to produce. It was decided to divest the school of the project, but the students didn't eat the chickens, a family in the community has taken them over.

One afternoon a week a member of the community comes to the school to teach crafts or initiate a culture project. The 32 students have made their own moccasins from locally tanned hides. A language project is in the planning stages.

For further information contact: Mr. Bob Bagnell, Principal, Halfway River School, Wonowon, B.C. V0C 2N0. Radio Phone Channel 1YL Number N699356.

Ingenika Band, Ingenika Point

Ingenika School

(Band Operated School, Indian Language, Elementary, Secondary)

This is a band operated school with 50 students from kindergarten to grade 10. There are two teachers and two teacher aides employed in the school. Sekani is the native language at Ingenika. There are no culturally significant programs in progress to this time. The Band is nomadic in nature and the school body moves with them.

For further information contact: Mr. Norm St. Clair-Sulis, District Superintendent of Education, #209 - 280 Victoria Street, Prince George, B.C. V2L 4X3. Ph. 563-0231.

School District #59 (Peace River South), Kelly Lake

Kelly Lake Special Program (Junior Secondary)

(Indian Culture - Traditional and Contemporary, Crafts, Indian Language, Secondary)

The Kelly Lake Special Program provides Metis students with an opportunity to experience traditional lifestyles and gain knowledge of their cultural heritage. Sixty children participate in this program which is funded by the Indian Education Branch of the Ministry of Education.

All programs offered are sequential. Some are compulsory for various grade levels and portions of some programs have prerequisites.

Trapping
- Regulations and conservation
- Setting traps and skinning
- Life on a trapline
- Cross-country skiing and survival skills

Moccasin Making
- Necklace and headband
- Bullet pouch or purse
- Slippers
- Wraparound and gloves

Intermittent - moose hide tanning and dry meat and pemican packing.

Cree Language
Kindergarten - word introduction
Compulsory

Grades 1 and 2: - oral language
Grades 3: - conversation and writing
Grades 4-7: - reading and writing
Grades 4 and 9: - optional further study.

Curriculum development in all above programs is on-going and completed to Grade 4 Cree language.

For further information contact: Mr. Bob Bergen, Principal or Ms. Sheila Simard, Curriculum Developer, Kelly Lake School, P.O. Box 19, Site #1, Hythe, Alta. T0H 2C0. Radio Ph. Kelly Lake School, via Dawson Creek Mobile Operator, YK Channel, N69-8458.

School District #87 (Stikine), Lower Post

Lower Post Elementary Extension Program

(Teacher Aide, Language Arts, Math, Indian Culture - Traditional and Contemporary, Elementary)

The Teacher Aide works with 28 native Indian children enrolled in grades 1 to 8. Primarily she offers assistance with tasks related to academic skills building. In Language Arts, listening and thinking skills are emphasized. The Ginn 720 basal series is supplemented by the high interest/low vocabulary "action" series. In Math the stress is on consumers' skills. Where appropriate, northern and native content is introduced into the regular curriculum. The 10 intermediate students work on a trap line registered to the school, which offers experiences in setting traps, skinning animals, selling skins and balancing accounts. Students also participate in gold mining using the sluice box. Three claims along the river are held by the school yielding $40.00 worth of gold per cubic yard of sand. Instruction in beading and quilling, as well as moose hide tanning and moccasin making, are occasionally offered by local resource people.

For further information contact: The Principal, Lower Post Elementary School, Lower Post, B.C. V0C 1W0. Ph. 779-3371.

Department Of Indian Affairs , Prince George

Curriculum Materials Preparation Prince George District

(Curriculum, Indian Language, Language Arts, Elementary, Secondary)

The District in the summer of 1983 is printing revised Carrier readers, and some new stories (see Tache School).

The district is also printing curriculum materials in two Carrier dialects for the use within the Nechako School District, Catholic Public Schools and Federal Schools.

The District has entered a contract with the Burns Lake School District for the services of a linguist to begin the development of the Carrier language curriculum materials, starting from grade 1.

Ms. Manderson, a former teacher at the Portage School edited a story told by Mr. Duncan Joseph, a band elder, was published in 1983.

For further information contact: Mr. Norm St. Clair-Sulis or Mr. George Cornwell, Office of the Superintendent of Education, Prince George District of Department of Indian and Northern Affairs, #209 - 280 Victoria Street, Prince George, B.C. V2L 4X3. Ph. 563-0231.

School District #57, Prince George

Native Tutorial Program

(Tutor, Friendship Center, Secondary)

The goals of the program are:

- for native Indian students to develop positive attitudes towards the value of education in their lives,
- to increase daily attendance and participation in school activities,
- to improve communication with teachers and counsellors and to develop rapport with non-Indian students,
- to develop greater assertion in the non-Indian community.

It is a comprehensive tutoring program for 110 status and non-status Indian students from eight secondary schools in the Prince George area. The two teachers are based at the Doh Day De Claa Friendship Centre and are responsible to the Executive Director. Contacts and referrals are received from students, teachers and counsellors. Students are seen at their own high schools once or twice a week depending on need. Home visits may be required. The teachers provide individualized instruction and an appropriate learning environment in a tutorial setting for each student. They maintain records of progress for each student indicating the types of gains achieved.

Quite often the types of gains achieved are attitudinal changes and improvements in regular daily attendance. They offer individual or group counselling and promote social, cultural, and extra curricular activities. The teachers liaise with other teachers and principals, they assist the Coordinator of Special Services in establishing effective policies regarding the educational programming for native Indian students. To ensure input from the native Indian community, regular contact is maintained with the Administrative Personnel of the Doh Day De Claa Friendship Center. Attendance statistics are compiled with the expectation of a steady improvement. A questionnaire survey is conducted each May. Students have indicated a desire for more contact time. A district-wide survey has identified the need to expand the service to the elementary schools and provide in-service workshops to teachers with regard to working with native students.

The program is administered by School District #57 and funded by the Indian Education Branch of the Ministry of Education.

For further information contact: Mr. Gerry Donovan, Executive Director, Indian Friendship Center 144 George Street, Prince George, B.C. V2L 1P9. Ph. 564-3003.

Quesnel Friendship Center, Quesnel

Home School Coordinator

(Home School Coordinator, Friendship Center, Alternate School, Elementary, Secondary)

The Quesnel Tillicum Society provides a number of services to the Quesnel community through the Quesnel Tillicum Society Friendship Center, which employs 16 full-time and two part-time employees. The Center receives funding for their services from the Department of Indian and Northern Affairs, the Ministry of Education and the First Citizen's Fund.

The Center provides Home School Coordinator service to Kluskus, Nazko, Alexandria and Quesnel Indian students in Nazko and Quesnel. The Home School Coordinator deals with all aspects of education of the four bands. The students range from nursery to university level. The coordinator maintains contact with students, parents, teachers, and organizations such as Human Resources, Health Services, and the Band councillors. In addition, financial assistance and personal counselling is provided for all students whether on the Boarding Home Program or outside Quesnel attending post-secondary institutions.

The Center also implements a program called Native Awareness Days, which consists of student/elder luncheons, and sports and recreational activities to assist in the retaining of cultural identity and values.

An alternate education program for native children at the elementary level in the Quesnel area, is now in its third year of operation. This program receives support and funding from the local school district. Adult education classes are offered through the Canada and Employment and Immigration Commission, the Quesnel Friendship Center, and the College of New Caledonia. The Friendship Center also maintains an outreach program which provides the service of a Native Legal Education Worker.

A Special Needs Program exists as a counselling and referral system for Nazko and Kluskus Indian bands. It provides information regarding training or education, and help for the disabled or elderly.

A project funded by the Ministry of Education employs one person to collect data for a Career Planning Kit, which is to be directed toward the Native community.

For further information contact: Mr. Doug Sanderson, Executive Director, Quesnel Tillicum Society, 319 N. Fraser Drive, Quesnel, B.C. V2J 1Y8.

School District #28 (Quesnel), Quesnel

Tutorial Assistance (K-12)

(Learning Assistance, Tutor, Elementary, Secondary)

Goals:

1. providing direct tutorial assistance in the academic core areas, for native students who require additional assistance
2. to enable intermediate and secondary native Indian students to achieve successfully in their school endeavors.
3. to provide assistance to the regular classroom teacher and the Learning Assistance Teacher by providing a tutor in math, reading and writing, and help with homework.
4. to be available to discuss native Indian student concerns about their environmental and cultural experiences.
5. to provide consistent support to those children who transfer to a number of different schools during the school year.
6. to allow the native student to remain integrated in the school system.

For further information contact: Mr. Ed Napier, Director of Instruction, School District #28, 450 Bowron Avenue, Quesnel, B.C. V2J 2H5. Ph. 992-7211.

School District #28 (Quesnel), Quesnel

Career Education Kit for Native Indian Students

(Curriculum, Secondary)

This project is supported by the Indian Education Branch of the Ministry of Education.

The project involves developing a resource guide for counsellors and teachers of native students. It provides information about employment opportunities, employment preparation, training requirements, location of training institutes particularly geared to the needs of native Indians, costs, career education resource persons provincially and nationally, and interest and aptitude inventories. There will also be a kit to guide the native student through the information gathering process. Further, there will be some model units of study for use by the classroom teacher.

For further information contact: Mr. Ed Napier, Director of Instruction, School District #28, 450 Bowron Avenue, Quesnel, B.C. V2J 2H5. Ph. 992-7211.

School District #28, Quesnel

Ske-ho-del-eh Program

(Alternate School, Academic Skills Development, Personal Development, Secondary)

Ske-ho-del-eh is an alternate Educational Program for native youth who are experiencing difficulties in the regular classroom.

Program goals are as follows:

1. to develop a positive self-concept within each student
2. to develop the skills within each student necessary for enrollment in, and completion of, a secondary school program
3. to develop the life skills necessary for the students' successful adaptation to their environment
4. to develop an awareness and understanding of the

cultural differences that exist within our society
5. to identify and develop a curriculum appropriate to the needs of the students.

Entrance criteria require that students be 10 to 14 years of age, currently performing two or more grades below normative academic levels, exhibit academic or vocational growth potential, exhibit attendance problems, show an interest and identification with a course of study which emphasizes native Indian Culture and Heritage, and exhibit potential for future mainstream re-integration.

Program administration and evaluation fall within the domain of School District #28 Special Services and the Indian Education Advisory Committee. The Committee includes representatives from the following:

Quesnel Tillicum Society (Native Friendship Center)
Department of Indian Affairs
Ministry of Human Resources
Attorney General's Department
Quesnel School Board representatives
Local Indian Bands

For further information contact: Mr. Ed Napier, District Resource Center, School District #28, 450 Bowron Avenue, Quesnel, B.C. V2J 2H5. Ph. 992-7211.

School District #54, Smithers

Native Studies Program

(Indian Culture - Traditional and Contemporary, Curriculum, Secondary)

The Native Studies Program attempts to supply curricula that will encourage in all participants a greater appreciation of native culture and the contribution of native Canadians to our society. Low concentrations of native students at the senior secondary level along with high Native student populations in vocational classes indicate a need to incorporate non-stereotypical units in the curriculum at Smithers Secondary School.

To this end the following Native Studies units have been designed.

English 9. Study several short stories with native protagonists.
Include two selections from a bibliography of Indian-centered literature in the required reading list for the year.

English 10. Study of several coastal, prairie, and local Indian legends.
Discuss similarities, differences, and the reasons therefore.

English 11. As one of the year's assignments, have interested students obtain original material from the local Indian culture and present it in a form that can be used as resource material for other courses.

Social Studies 9. Study the ethnic groupings and geographic distribution of British Columbia Natives before contact with Europeans.
Include a brief discussion of the economic system of each group and their interrelationships one with the other.

Social Studies 10. A brief study of the main cultural and economic features of the Wet'suwet'en pre-contact society. (Carrier) A brief study of the history of 'Kyah Wiget (Moricetown) from pre-contact to modern times.

Social Studies 11 or Law 11. Allow interested students to do a research paper on one of the following topics: the Indian Act and its effect on modern native culture; Aboriginal Rights; The Constitution and its effects on native rights; Original research in local native history.

Foods 9/10. Preservation of berries (drying) or fish (smoking) using traditional Indian methods.

Foods 11. Investigate nutritional value of native food sources.
Preparation of a meal using traditional Indian foods.

Family Studies. Examine the clan and extended family structure of local native society. Discuss the role of native women in traditional society.
Compare child rearing in traditional and modern societies.

Textiles, Arts and Crafts. Incorporate traditional Indian designs and motifs in projects using modern methods and materials. Encourage interested students to attempt a project using traditional methods and materials.

Woodwork 9/10. Allow interested students to choose as a project the carving of a totem pole to scale (or other traditional object).

Woodwork 11. Interested students are taught how and allowed to construct a water-tight box using the traditional bent wood method.

Biology. Teach recognition of traditional edible and medicinal plants and a knowledge of their uses.

Art. Encourage students to incorporate Indian art with modern design. A survey of the history of Indian art.

In addition, elective courses in Native Studies at the grade 9-11 level will explore the Carrier language, pre-contact native society in B.C. and Carrier ethnography. Level 9 will introduce course content in all three areas with the assistance of local resource persons, projects, and field trips. Level 10 is an in-depth continuation of the three major areas. Level 11 continues the Carrier language to an advanced level and explores current issues in a unit entitled Modern Native Society.

The Native Studies Program is funded by the Indian Education Branch of the Ministry of Education which provides one full-time teaching position as well as occasional honorarium to local native resource people.

For further information contact: B.E. Holland, Principal, Smithers Secondary School, P.O. Box 849, Smithers, B.C. V0J 2N0. Ph. 847-2231.

School District #54, Smithers

Special Services, Lake Kathlyn Elementary School

(Learning Assistance, Language Arts, Elementary)

The objective of this program is academic upgrading and remediation. This component of the Learning Assistance Program serves 10 native Indian students from grades 1-6. These children come from the Moricetown Reserve which is 20 miles away.

The program attempts to support the children in the regular mainstream. The children attend the center for at least half an hour two times a week. Individual and small group instruction is provided. Many of the children speak a different dialect of English and require language development activities. Supplementary materials which emphasize the cultural background of the children are used. This preventative program is funded by the Indian Education Branch of the Ministry of Education.

For further information contact: Mr. Ken Anderson, Special Services, Lake Kathlyn Elementary Secondary, R.R. #1, Smithers, B.C. V0J 2N0. Ph. 847-9427.

Stony Creek Band, Stony Creek (Vanderhoof)

Stony Creek Alternate School

(Band Operated School, Alternate School, Secondary)

The Band operates an Alternate School with a strong native culture component. It is funded by the DIA. The purpose of the school is to graduate a self-sufficient native Indian person, who knows who he is and what he can do and feels good about it. There are 12 students who have completed grade 6 or 7 and progress in a strong academic program for 1/2 their time and who spend 1/2 their time working with about eight elders and a coordinator learning survival skills, traditional skills and cultural traditions.

For further information contact: Ms. Helen Jones, Band Manager, Stony Creek Band, P.O. Box 1069, Vanderhoof, B.C. V0J 3A0. Ph. 567-9293.

Stuart-Trembleur Band, Tache

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

The Band employs one Home School Coordinator responsible for both boys and girls, in elementary, secondary, and post-secondary schools where there are band members attending, which includes Tache, Binche, Portage, Fort St. James, Vanderhoof, Fraser Lake, and Prince George. The coordinator is a counselling liaison between the homes and the schools. She attends meetings and monitors student behavior, progress and achievement. She visits schools on a regular basis every month.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Doreen Austin, Home School Coordinator, Post Office Bag 60, Tache School, Fort St. James, B.C. V0J 1P0. Ph. 648-3212.

Stuart-Trembleur Band, Tache

Tl'azt'en Curriculum Development

(Curriculum, Elementary, Secondary)

Extensive research has been in progress by a team of researchers since September 1976. The team obtains historical information from the elders of the village and has access to the Catholic School files. At the school, each child is encouraged to trace his or her tribal ancestry. The traditional songs, stories and dances of his clan are then learned. The historical information of the band is integrated into many other facets of the school curriculum including such areas as Social Studies, art, music dances, potlatches, and legends. Legends have been recorded on video and cassettes and are at the Culture

Center. The Culture Center has been in operation since October 1, 1981 and employs an Art and Woodcarving Instructor, two handicraft workers, and one person as the coordinator of the project. These people work with the Tache School students and the woodcarver instructor also goes to other schools in the area that have students from the Stuart Trembleur Band.

For further information contact: Mr. Pierre M. John, Rosie Alexis, Helen Johnnie, or Jimmie Joseph at P.O. Box 670, Fort St. James, B.C. V0J 1P0. Ph. 648-3645.

Stuart-Trembleur Band, Tache And Portage

Carrier Language Program

(Band Operated Project, Indian Language, Curriculum Development, Elementary)

This program has been in operation since September 1974, is administered by the Band, and funded by DIA. The Carrier Linguistic Committee has developed a set of language workbooks which are used at the intermediate grade level in the Federal School. There are 79 students from grades 1 to 7. The program employs two Carrier language teachers. The objective of the program is to have students speak the Carrier language fluently as well as to develop the ability to read and write the language. The grades 1 and 2 children attend the oral language class and the grades 3-7 learn to read Carrier with the aid of the use of flashcards, calendar reading and the workbooks. The students attend 30 minute classes daily. The majority of the children are bilingual and are all able to translate sentences from Carrier to English and vice versa.

For further information contact: Mrs. June Hanson or Mrs. Mildred Martin, Post Office Bag 60, Tache School, Fort St. James, B.C. V0J 1P0.

The Stuart-Trembleur Band is building a new school for children up to grade 12 - the size of the school is 23,000 square feet. It will have four classrooms, a science room, a multi-purpose room, library, mechanical room, a home economics and arts and crafts room.

The Band has done an education study to try to determine the reasons for age - grade retardation among their children. The first phase has been completed and a booklet has been published. The research will continue.

For further information contact: Mr. Russel Alec, Education Administrator, Stuart Trembleur Band, P.O. Box 670, Fort St. James, B.C. V0J 1P0.

Stuart-Trembleur Band, Tache And Portage

Tache School, and Portage Village School

(Band Operated School, Teacher Aide, Indian Language, Elementary)

The kindergarten and nursery school are administered by the band and funded by DIA. The nursery/kindergarten employs a full-time teacher and teacher aide. There are 17 students enrolled in nursery school and 15 enrolled in kindergarten. Children learn to get along with others, to write their names, to know their colors, to count, to identify alphabet letters, do exercises and to speak the Carrier language. They also learn nursery rhymes, poems and songs.

Each child is taught in the Carrier language for a part of each day. The Band also has a cultural centre near the school where the children receive additional instruction in Carrier culture and history. At times during the school day students may go to the cultural centre to receive instruction from an artist and dancer employed in the centre as two full-time "Resident Artists". The Center is also the place where handicrafts may be taught and done by students or other band members.

The center is an informal repository of local culture. Financing is from the DIA but Band members provided the knowledge and training for others.

The Stuart-Trembleur Band is currently involved in a study to plan further band operation of the school. The study is being done with the assistance of the University of Victoria. There are about 90 students in the school. The staff consists of four teachers, two teacher aides and two native language teachers and a pre-school teacher.

The Prince George District of DIA, in cooperation with the Band, is editing a series of stories and workbooks about the traditions of the Tache area. The first two editions will be published in late spring, 1983.

For further information contact: Mrs. Gloria Duncan, Post Office Bag 60, Tache School, Fort St. James, B.C. V0J 1P0.

Takla Indian Band, Takla Landing

Takla Landing Federal School

(Band Operated School, Indian Language, Home School Coordinator, Pre-school, Elementary, Secondary)

There are 100 students from kindergarten to grade 9. The pre-school is Band operated with one teacher. There are four teachers and four teacher aides employed by the DIA to teach grades 1-9. The language program is based on the Carrier material developed by the Carrier Linguistic Committee at Fort St. James. Native dance classes began in 1980-81. A provincial wildlife survey program failed to materialize due to difficulty getting provincial wildlife officers into the area.

The Band administers other educational programs including location and supervision of senior students in boarding homes, allowance for students and attendance at vocational programs held both at Takla Landing and elsewhere. An evening adult education upgrading program is conducted in the school.

For further information contact: Ms. Rose French, Home School Coordinator, Takla Lake Band, General Delivery, Takla Landing, B.C. V0J 2T0. Ph. Fort St. James Radio N 692244.

Takla Lake Band, Takla Landing

Education Committee And Education Administration

(Band Operated, Indian Education Committee)

Education Committee

The Education Committee plans the education budget and band training projects for the Band. It meets with the principal to plan curriculum, special events and trips. The committee supervises the Education Administrator, janitorial and maintenance personnel for the school. The Committee is also responsible for guidelines for selection of principal, teachers and teacher aides, as well as rules for boarding home students. The Committee reviews the budget monthly to plan uses for surpluses to assist with funding requests.

Education Administrator

The administrator is responsible for keeping time sheets for teacher aides, substitute teachers and for teachers at Band Operated schools. She/he also helps locate candidates for the teacher aide and substitute positions.

The administrator arranges funding for Band members to participate in courses offered by the College of New Caledonia and Canada Manpower.

The boarding home program is also part of the administrator's responsibilities. These responsibilities include: meeting with the students and their parents, locating boarding homes, clarifying boarding program rules, and assisting in enrollment of boarding students.

For further information contact: Ms. Rose French, Home School Coordinator, Takla Lake Band, General Delivery, Takla Landing, B.C. V0J 2T0. Ph. Fort St. James Radio N 692244.

School District #87, Telegraph Creek

Tahltan Elementary Junior Secondary School

(Indian Language, Curriculum, Pre-school, Elementary, Secondary)

The new school building was completed in 1980. Plans are being made to incorporate more local Indian culture into the curriculum.

Tahltan language lessons are given to small groups throughout the day. K-5 students receive instruction for 20 minutes daily but grade 6 and 7 students have language lessons only on alternate days. The school principal and a staff member are meeting with the Band Council to develop programs to teach Indian crafts and participate in cultural events in the school. The school is a provincial school and the local School Board pays for all the programs and staff, including that of the pre-school. The pre-school is band operated. The young children also receive language instruction for 20 minutes a day. There are about 75 students in K-10, almost all native Indian. There are six teachers, a full-time aide, the language teacher and the principal.

For further information contact: Mr. Vernon Lieb, Principal, Tahltan Elementary-Junior High School, Telegraph Creek, B.C. V0J 2W0. Ph. 235-3441.

School District #56 (Nechako), Vanderhoof

Native Indian Education

(Indian Language, Teacher Aide, Elementary, Secondary)

To encourage participation, enhance academic development, and foster a feeling of recognition within the school and community system, School District #56 (Nechako) employs 10 people to work specifically in native Indian education, including aides and Carrier language instructors. These people have two main responsibilities at present. One is to help all students, but specifically native Indian students, to acquire the necessary basic skills that will enable them to find success both in and out of school. The other is to continue to bridge the cultural or social gaps that may exist between individuals, the school, and the community. These responsibilities are carried out in all school programs essentially, but specific accountability for Native Indian students lies with the Carrier Language Program and the native Aides.

School District #56 schools with Native Aide or Native language Instructors include:

Sowchea Elementary
David Hoy Elementary
Fort Frazer Elementary
Mouse Mountain Elementary
Fort St. James Elementary/Secondary
Fraser Lake Elementary/Secondary

Teacher Aides

The Native Indian teacher aide provides extra help to primary and elementary Indian students who require personalized tutorial enrichment. In many cases the aide simply lessens the initial trauma of students entering a predominantly white school. Evaluations of the programs are completed in consultation with the teachers and principals with whom the aides work. The programs have been funded by Special Approval grants from the Ministry of Education since September 1978.

Carrier Language Program

There are, in 1983, three itinerant Carrier language teachers. One teaches at Mouse Mountain School, Fort Fraser School and Fraser Lake Elementary-Secondary School. Another teaches at Sowchea Elementary and David Hoy Elementary, and one teaches half-time at Fort St. James Elementary-Secondary School and counsels the other half. The Carrier language classes are open to all students. About 180 students are enrolled in language programs for periods of from 15-30 minutes per week. The accent is on oral communication but some written work is done. Effective use is made of visits by elders to tell stories and to teach crafts. In some places the school has been invited to potlatches as an outgrowth of programs in the school.

It is hoped to develop the Carrier language curriculum to the level that French now has, that of a Modern language worthy of study and appreciation.

Native Aides And Home School Counsellors

The school district also employs a home-school counsellor in each of the three secondary schools. These counsellors generally work with native Indian students and their parents to help prevent and/or seek solutions to problems that may arise in the school, home, or community. These people provide the much needed liaison between the school and the native communities. They promote positive interpersonal relationships, and foster better academic achievement for many native Indian children on the secondary level.

Aides to native Indian children are employed to assist teachers and students on the elementary level at Mouse Mountain Elementary School, Fort Fraser Elementary School and David Hoy Elementary School. Although the aides often perform the tasks of the native counsellor, their jobs are largely within the school, helping with regular classroom functions. They often promote good attendance and behavior, explain school policies and reporting methods to children and parents, encourage parents to attend school functions, and provide a positive adult model in the schools.

Other Special Support Services

Learning Assistance and Alternate Programs:

All schools in School District #56 have learning assistance and/or alternate classes that provide various services for children experiencing difficulty with regular school work. These programs are available as required for native Indian and non-native students.

Child Care Workers

In conjunction with the secondary alternate programs, the Ministry of Human Resources provides four child care workers, all of whom aid both native and non-native students specifically with social or behavioral needs.

Elementary Counsellor

An elementary school counsellor is also an important service available for students finding difficulties in meeting the system or understanding themselves.

Speech and Hearing

A speech pathologist provides speech training and often checks auditory problems or refers the children for further medical testing. As well, at Vanderhoof Elementary, and Nechako Valley Secondary, an integrated and thoroughly up-to-date program for the hearing impaired is available.

In total, the Special Services Department offers a wide variety of expertise and programs to provide education opportunities for students with special needs. These services have been a tremendous help to many native and non-native children.

For further information contact: Mr. Gary Blatner, Assistant Coordinator of Indian Education, School District #56 (Nechako), P.O. Box 129, Vanderhoof, B.C. V0J 3A0. Ph. 567-2284.

School District #56 (Nechako) Vanderhoof

Assistant Coordinator of Native Education

(Coordinator, Elementary, Secondary)

Under the direction of the Superintendent of Schools, and in cooperation with the Special Services Coordinator, the Assistant Coordinator of Special Services and Native Education is jointly responsible for the planning development and supervision of all programs as defined under the Ministry of Education Special Services Guidelines to meet the individual intellectual, physical, or emotional needs of special needs children in School District #56 with specific areas of responsibility in all native education programs.

The Assistant Coordinator also assists with respect to Special Needs and Native Education Programs, in following operations:

- program staffing, monitoring, evaluation and development
- staff hiring and training
- curriculum development and resource location
- liaison between the community, school district, Band(s) and government agencies
- formation of various committees, teams, seminars, consultations and in-service workshops.

For further information contact: Mr. Gary Blatner, Assistant Coordinator of Native Education, School District #56 (Nechako), P.O. Box 129, Vanderhoof, B.C. V0J 3A0. Ph. 567-2284.

BELLA COOLA

Bella Coola Band, Bella Coola

Acwsalcta Elementary And High School

(Band Operated School, Indian Language, Culture - Traditional And Contemporary, Curriculum, Elementary, Secondary)

This is a band operated school which began in 1982. The school's philosophy is to retain the culture, government and language of the Bella Coola native community to promote respect and understanding for the environment, and to help children retain their Indian identity with the use of values and education, and by expressing traditional values to the creator in songs and dances. The children will learn to feel secure, to respect and preserve the culture in the community, and will gain an awareness of themselves, and understand and develop an appreciation of the Bella Coola heritage. The school curriculum is similar to the provincial curriculum. Thus, the school philosophy is to adhere to the principles of Indian education but also to ensure that children master the survival skills of the mainstream. Three separate buildings are used for the Elementary 1-7 program, for the Alternate School and Nursery kindergarten. High school students attend Sir Alexander McKenzie High for 1/3 of their course work, which includes native language, P.E. and up to two correspondence courses. Most high school students take correspondence courses in social studies, science or English. The school uses the Ginn and Barnal Loft Reading Series from K-7. Students are evaluated with Ginn Reading Tests, Wide Range Achievement Tests and Spache Diagnostic Reading Scales.

The Bella Coola language and dances are taught from the nursery to high school level. Elders come in and speak at the elementary level, and students at the alternate school have an Elder visitor every Friday afternoon. Native teachers and volunteers are teaching Indian songs, the Welcome dance and the Headress dance. They also teach blanket making to the girls and silver and woodwork to the boys. Students at the elementary level learn computer programming on a Commodor Vic 20 computer, and the secondary and alternate school students have an APPLE and two Commodor computers on which to learn computer programming. The school enrolls 82 full time students and five special students who are on correspondence but attend the school one day a week. The school employs eight teachers. Three of these teachers are NITEP graduates, one of whom is the

Principal-Learning Assistant. The school also employs three native language teachers and a School Administrator. The reading program is structured so that the grade 1-4 program is taught by two teachers, one full-time, the other a floating teacher who works in the primary reading program in the morning and in the science and social studies programs in the afternoon. At the intermediate level, one full-time teacher, two P.E. teachers, and the principal teach reading; therefore the teacher-student ratio is very low. The school has a very strong P.E. program because the Elders believe that to have a sound mind one must have a sound body. Thus, there are two P.E. instructors, one male, the other female.

One staff member was hired to work exclusively with the students taking correspondence courses. A volunteer work experience program exists for the Alternate school students which enables them to work with the teachers in the classroom. Parents in the Bella Coola community form a Parent Council, whose function is to give guidance to teachers, to assist in welcoming visitors, and in school functions such as lunches and fund raising projects. The students maintain their own Students' Council. The Band School Authority which acts as a school board, and consist of six elected band members, is responsible for hiring teachers. The Education Council and Education Authority are both elected by the community. The Culture Coordinator, Education Administrator, and Principal attend all meetings. The school recently had an assessment team from the North Vancouver School District conduct a comprehensive evaluation of the school. The team met with the Education Authority, teachers, administrators, education staff and members of the community to discuss the school. They made several recommendations which the school has implemented.

For further information contact: Ms. Sharon Andy, Principal, Acwsalcta Elementary and High School, P.O. Box 65, Bella Coola, B.C. V0T 1C0. Ph. Band Office 799-5613.

School District #49 (Central Coast), Bella Coola

Indian Orientation and Teacher Aide Program

(Learning Assistance, Teacher Aide, Language Arts, Elementary)

The purpose of this program is to introduce Indian children to the process of education in the provincial public education system in as personal a manner as possible, through the achievement of a low pupil-adult ratio. Expected outcomes include improvements in the development of basic skills and positive attitudes in school. This program is funded by Special Approvals from the Ministry of Education. The funds are to provide a lower pupil-teacher ratio, particularly in the lower grades, in order to improve the development of basic skills and positive attitudes to school. An additional teacher, a .5 learning assistant and 1.5 teacher aides were hired for the school in September 1979.

Personal attention is paid to learning and other needs of native Indian children in the school setting. The extra learning assistance provides opportunities for communication skill activities and experiences with standard English with an emphasis on vocabulary development. The teacher aides offer one-to-one and small group tutoring under the direction of the Primary teachers.

The focus for 1983 is an on-going program of diagnostic testing in the basic skills and follow-up procedures for all students - continuous progress with expectations for mastery. No class group should be larger than 20. Life experiences should be the major content areas for learning. Evaluations will be conducted using the district achievement testing program, monitoring by informal means and gauging the responses of the community and teachers.

For further information contact: The Principal, Bella Coola Elementary School, P.O. Box 7, Bella Coola, B.C. V0T 1C0. Ph. 799-5556.

School District #49 (Central Coast), Bella Coola

Nuxalk (Bella Coola) Language

(Indian Language, Curriculum, Elementary)

This program aims to foster the formation of positive self-image and identity in students; to develop greater understanding of uniquely native ways of comprehending reality; and to aid in the development of thinking processes congruent with the maintenance of cultural identity. The Bella Coola Language Program is implemented at the Bella Coola Elementary School (K-7) on a daily basis. One local native language teacher is employed.

The Linguist, Hank Nater, has devised a dictionary and the curriculum materials for the program and he has trained the language teacher in the implementation of these lesson aids. The language is taught by a Bella Coola Band member trained by North Island College. Language lessons of 15 min (K-3) and 30 min (4-7) are given daily to pupils on a voluntary basis. Both oral and written vocabulary and pattern response drilling are introduced in kindergarten. The School District sponsored a Federal Summer Youth Employment Project during the summer of 1980 for students to prepare supplementary materials such as language master cards, workbooks, tapes and charts. Input from teachers, students and community members is considered as a fundamental part of the Language Program evaluation.

For further information contact: The Principal, Bella Coola Elementary School, P.O. Box 7, Bella Coola, B.C. V0T 1C0. Ph. 799-5556.

School District #49 (Central Coast), Rivers Inlet

Oowekyala Language Program

(Indian Language, Indian Culture - Traditional, Elementary, Secondary)

The Oowekyala Language Program operates under the auspices of the Oowekeeno Cultural History Project. Its major objective is to revive and record the language and culture of the Oowekeeno people.

Oowekyala is the English name of the language spoken by the Oowekeeno people of Rivers Inlet. It is quite distinct from, though commonly confused with, Kwakwala spoken by the people from Fort Rupert and Alert Bay. For hundreds of years Oowekyala was the only language spoken in Rivers Inlet. Today it is known by only a handful of people. The recent work of linguists, particularly Dr. John Rath, and ethnographers in recording and writing Oowekyala has helped save it from oblivion.

The Oowekeeno Cultural History Project is an attempt to record and recover as much of the old Oowekeeno culture as possible, and to transmit it to the younger generation. Work done so far includes research of historical materials, interviews of elders, production of a map showing Oowekeeno tribal territory and a family tree. A report, The Oowekeeno - A Cultural History, has been produced under the auspices of the National Museum of Man in Ottawa. Its focus is on the Oowekeeno people names or titles that were once so prestigious.

The Oowekyala Language Program began in September of 1979 with contributions from the Department of Indian Affairs . The program has proven to be successful. The children of the elementary grades are enjoying their language classes. The adults too, have enjoyed their language classes and Oowekyala can now be heard regularly in the village. The process of reviving a nearly dead language has begun. As well, an attempt to revive the Oowekeeno dances has been initiated by Hilda Smith, language instructor; blankets are now being sewn and dance classes are underway.

The program is funded by the Indian Education Branch of the Ministry of Education. It employs a language teacher, a curriculum researcher who produces materials for use in the program and an artist to illustrate the text. The language teacher has three groups: a junior group, an advanced group and an adult group. She leads cultural activities such as cedar basket weaving and Indian dance classes. The curriculum researcher produces materials for all three levels. Materials completed include an illustrated introduction to the Oowekyala alphabet, four small booklets focussing on family and village life with illustrations, short stories and historical sketches iin Oowekyala with English translations, tapes of Oowekyala vocabulary, short phrases and conversations, a series of tapes containing readings and traditional Oowekyala stories, as well as a Teacher's Manual and resource catalogue.

For further information contact: Ms. Hilda Smith, Native Language Teacher, Rivers Inlet, B.C. V0N 1M0. Ph. Campbell River Radio Telephone N 637 574.

CHILCOTIN

School District #27 (Cariboo-Chilcotin), Alexis Creek, Etc.

Native Teaching Assistants

(Teacher Aide, Indian Culture - Traditional And Contemporary, Indian Language, Elementary)

Native Teaching Assistants are working in:

Alexis Creek Elementary
Anahim Lake Elementary-
 Secondary
Canim Lake Alternate School
Crescent Heights Elementary
Dog Creek Elementary
Forest Grove Elementary
Glendale Elementary

Marie Sharpe Elementary
Naghtanacut Elementary-
 Secondary
Puntzi Mountain Elementa
 Secondary
Riske Creek Elementary
Wildwood Elementary

the Chilcotin, the Carrier and Shuswap areas of the school district.

A detailed description of the position for all schools in the School District #27 is given under Interior Shuswap, School District #27, Williams Lake.

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

Stone Indian Band, Hanceville

Home School Coordinator

(Home School Coordinator, Secondary)

This full-time position is funded and administered by the band. The Home School Coordinator counsels students from the Band, primarily those attending high school, but also elementary students and students in boarding homes. The Coordinator keeps a flag filing system to see each child on a rotating basis. She also spends time in the school on the reserve. The coordinator acts as a liaison between students, home, and school.

For further information contact: Mr. Douglas Myers, Stone Band Office, General Delivery, Hanceville, B.C. V0L 1K0. Ph. 394-4240.

Stone Indian Band, Hanceville

Chilcotin Language Project, Stone Indian Day School

(Indian Language, Kindergarten, Home School Coordinator, Teacher Aide, Elementary)

The language project was funded by the band and began in 1979. The program was developed by Maria Myers, and a linguist, Ed Cook. The program is taught at the Federal School where students attend from kindergarten to grade 8. The primary children attend 15-30 minutes of oral language each day and learn basic sounds and word meanings. The intermediate children learn to read and spell as well as speak the words and by Grade 8 they are translating sentences from Chilcotin to English and vice versa.

The kindergarten teacher is band employed and there are three teachers, one of whom is native, whose salaries are funded by the Department of Indian Affairs . The Band also employs a half-time school coordinator and two teacher aides. In the band operated kindergarten children become familiar with the English language as the native language, Chilcotin, is largely spoken at home. The schools follow the provincial curriculum quite closely, but also implement instruction from community members.

For further information contact: Stone Day School, General Delivery, Hanceville, B.C. V0L 1K0. Ph. 394-4344.

School District #27 (Cariboo-Chilcotin), Nemiah Valley, etc.

Chilcotin Language Program

(Indian Language, Indian Studies, Elementary, Secondary)

Chilcotin Language

There are five Chilcotin speaking communities within the District: Riske Creek, Stone, Nemiah Valley, Anahim Reserve and Redstone. (Elementary students from Stone and Anahim attend federal schools. Of the two, only Stone has a Chilcotin Language Program at this time). Nemiah Valley and Redstone (Puntzi Mountain Elementary) have intermediate grade programs. Some Chilcotin students come to school speaking Chilcotin but the children in the Riske Creek area are less fluent speakers. As a result at Riske Creek the Chilcotin Language Program is more of a Second Language Program while in the other schools the Language Program is akin to the English language program for a native speaker of English e.g. to develop skills in speaking, listening, reading and writing.

At the elementary level instruction is done by native teaching assistants funded by the Indian Education Branch of the Ministry of Education. The program serves 65 children at Nemiah Valley Elementary School, 85 children at Puntzi Mountain Elementary and 20 children at Riske Creek Elementary School. One hundred minutes per week of instruction is given.

For the primary children the objectives are:

- to stimulate oral language and verbal fluency and therefore enhance school progress,
- to develop beginning awareness of the nature of bilingualism in children whose first language is Chilcotin, and
- to develop references in the Chilcotin language to which children can relate the English that they are acquiring as a second language.

This oral program makes use of the manual for "Teaching Yukon Indian Languages" as well as the Peabody Language Development Kits. These are Language Programs that can be adapted directly to Chilcotin. The "Teaching Yukon Indian Languages" is particularly popular and easy to use. The kits are currently in both schools. The use of the Peabody materials does not in any way detract from their parallel use in English. Students use of full sentence responses and specific oral descriptive detail is evaluated from time to time with a skills checklist. The bilingual syntax measure in a Chilcotin translation is administered once a year.

At the intermediate level the objectives are:

- to develop basic reading and writing skills in the Chilcotin language
- to develop a basic understanding of the phonetic makeup of the Chilcotin language and its differences from and similarities to English
- to develop a basic understanding of the syntactical makeup of the Chilcotin language and its differences from and similarities to English, and
- to be able to do simple free translation from Chilcotin to English.

Texts and resources include a series of five Chilcotin readers and workbooks and accompanying teacher's guides developed by Maria Myers. Various supplementary reading materials in Chilcotin and language master card readers with a format for use with Chilcotin language.

Teacher prepared tests are administered on a monthly basis to evaluate student progress and to identify areas for re-teaching. The results of this testing is being compiled so that in time the tests can become standardized.

Chilcotin Studies 9

Chilcotin Studies 9 is offered at the junior secondary level to 15-20 students at Williams Lake Junior Secondary School and to 10-15 students at Nemiah Valley Rural Secondary. Approximately 100 hours of instruction is given as an elective course. The objectives of the course are as follows:

- to develop independent reading skills in Chilcotin
- to extend students' free translation skills and to introduce literal translation
- to increase students' appreciation of the unique qualities of the Chilcotin language and its place among the Athabaskan languages of North America
- to students' understanding of the lifestyle of the Chilcotin people in pre-contact times, and
- to give the Chilcotin speaking student a sense of continuity and place in the secondary school as this is the first experience as an ethnic minority in the school system for most of these students.

Texts and resources include:

- Chilcotin readers and workbooks by Maria Myers

- a teacher's guide to Chilcotin literacy by Bella Alphonse
- a Chilcotin language source-book, School District #27
- Cultural relations of the Chilcotin Indians by Lane
- an extensive collection of Chilcotin language tapes
- Chilcotin-Carrier, a multimedia resource kit
- students' experiential knowledge.

Evaluation is done by teacher-prepared tests which are administered on a regular basis to evaluate student progress and to identify areas for re-teaching. These are standardized for both Williams Lake Junior Secondary and Nemiah Valley Rural Secondary. The course is regularly observed by the Coordinator of Indian Education.

The Williams Lake Junior Secondary program is taught by the Outreach worker. The Nemiah Valley Rural Secondary program is taught by the native teaching assistant.

Chilcotin Studies 10

Chilcotin Studies 10 is offered to 10-15 students at Williams Lake Junior Secondary School. Approximately 100 hours of instruction are given as an elective course. The objectives of this second year course are:

- to develop independent transcription skills in Chilcotin (i.e. spelling by sound)
- to complete a comprehensive study of Chilcotin grammatic structure
- to examine the importance of tonality and stress in the Chilcotin language, and
- to develop students' understanding of the early contact period in Chilcotin history, 1807 to 1900.

Texts and resources include:

- Chilcotin readers and workbooks by Maria Myers

- a teacher's Guide to Chilcotin literacy by Bella Alphonse
- a Chilcotin language source book, School District #27
- The Chilcotin Uprising by E.S. Hewlett
- The Athabaskans: Strangers of the North - National Museum

Evaluation is conducted by teacher-oriented tests and regular observation by the District Coordinator of Indian Education.

Chilcotin Studies 11

In September 1980 and 1983 Chilcotin Studies 11 was offered to about 10-15 students at Columneetz Secondary School. It is anticipated that this course will become a yearly offering by 1986. It is a full course of approximately 100 hours and is recognized by U.B.C. as fulfilling the Modern Language requirement for university entrance.

The objectives of this course are:

- to develop total fluency in literal and free translation skills including cross-cultural expression of thought and concepts
- to extend awareness of Chilcotin and its place in the Athabaskan language family
- to develop a full appreciation of the oral histories and traditions of the Chilcotin people, and

- to explore aspects of cultural change on the Chilcotin people.

Texts and resources include:

- Chilcotin stories transcribed by June Williams.

- The Athabaskans: Strangers of the North
- Cultural Relations of the Chilcotin Indians of West Central British Columbia by Lane
- Traditions of the Chilcotin Indians by Farrand
- Notes on the Western Dene by Morice
- a Chilcotin language source book
- an extensive collection of Chilcotin language tapes.

Evaluation will be conducted by teacher prepared tests which will be administered on a regular basis to evaluate student progress and to identify areas for re-teaching.

It is anticipated that the course will be taught by the Williams Lake Junior Secondary Chilcotin Studies teacher.

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

COAST SALISH

School District #34, Abbotsford

Indian Education Program

(Learning Assistance, Elementary)

The purpose of this program is to improve the attendance, the attitude towards school work, academic performance and upgrading of the school based skills of native Indian children. Intensive and extensive learning assistance is offered to about 30 native Indian students at Upper Sumas Elementary School. The emphasis is on remedial reading, spelling and math. Attendance patterns and academic achievement are monitored and objective appraisals are made.

This preventative program of extra learning assistance for native Indian students has been funded by the Ministry of Education since 1975.

For further information contact: Mrs. Beryl Wallace, Upper Sumas Elementary School, 2343 McCallum Road, Abbotsford, B.C. V2S 3P5. Ph. 859-8588.

School District #34, Abbotsford

Indian Counselling Program

(Counselling, Secondary)

Extra counselling time for Indian students at the two major high schools in Abbotsford is provided.

The counsellors introduced themselves to the Indian students and encouraged them to use the extra time that would be available for counselling. The Indian students have priority during that time. This is more of an Outreach program to students rather than a curriculum dissemination program of Native Studies.

The counsellors at the schools and the Home School Coordinators work closely together setting up necessary meetings.

For further information contact: Mr. Paul Brinton, Special Education Coordinator, Abbotsford Senior Secondary School, School District #34, 2343 McCallum Road, Abbotsford, B.C. V2S 3P5. Ph. 859-4891.

School District #76, Agassiz

Indian Education Program, Agassiz Elementary-Secondary School

(Learning Assistance, Counselling, Academic Skills Development, Indian Culture - Traditional, Secondary)

The Indian Education Program provides learning assistance and counselling at the junior secondary level. It employs 1 teacher through funding from the Indian Education Branch of the Ministry of Education and stresses academic skills development and knowledge of traditional Indian culture through learning assistance and informal counselling.

Through assistance and counselling, the program attempts to facilitate awareness of Native Culture within the school population. Non-threatening and positive approaches, in an integrated setting, are designed to foster understanding and acceptance between the native and non-native community. It is hoped that this philosophy will:

- help to meet the needs of native students in an integrated learning environment.
- provide native students with better self-concepts
- improve attendance and performance of native students
- reduce drop-out rates
- improve native/non-native relations.

Instruction in Math, Science, English, Social Studies, and corrective Reading are conducted with varying native student concentrations (40-65%).

Positive relationships and informal counselling are stressed in the areas of:

- goal identification
- individual success levels
- acceptance of criticism and direction
- task completion

- cause and effect relationships.

In addition the staff member involved:
- fosters awareness of native culture resources
- provides contact to resources and resource persons
- liaises with Home School Coordinator, teachers, the Native Studies Committee, and parents
- assists in implementing Sto:lo Sitel curriculum
- assists non-Native students to build awareness of the contributions of Native People to society.

Student evaluation is accomplished through standardized channels and direct observation.

For further information contact: Mr. Vic Dueck, Agassiz Elementary Secondary School, P.O. Box 1100, Agassiz, B.C. V0M 1A0. Ph. 796-2238.

School District #41, Burnaby

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

This position is funded by the Indian Education Branch of the Ministry of Education. It was initiated in 1976.

The Home School Coordinator helps to solve some of the problems faced by native Indian children in the public schools. She works towards improves communication between native Indian children, their parents, teachers and social agencies. She offers direct services to support native Indian students and their families and maintains adequate records. Her caseload includes about 150 native Indian students, both status and non-status, who attend the 52 schools in Burnaby.

The Home School Coordinator is responsible for the establishment of effective communication among students, parents, teachers and supportive workers for both public and private agencies involved with Native students. She is based at Special Services. She responds to requests and referrals received there from any of these sources. In the mornings she visits the schools and does home visits in the afternoons. She counsels students on a regularly scheduled individual basis. She acts as a coordinator to involve them in a variety of community settings.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Shirley Smith, Stride Avenue Community School, 7014 Stride Avenue, Burnaby, B.C. V3N 1T4. Ph. 522-4685.

School District #41, Burnaby

Native Cultural Education Program - Stride Avenue Community School

(Indian Culture - Traditional, Elementary)

This Native Studies Curriculum Program is offered at Stride Avenue Community School. This program attempts to provide all students with an appreciation of Indian culture. Ten percent of the school's population is native Indian (most being registered B.C. Indians). These children are urban Indians alienated from their cultural backgrounds. The program allows the Indian children to explore, compare and share their heritages.

It is structured as a teaching time and involves parents and other native Indian resource people. Activities include field experiences such as Coqualeetza, The Vancouver Indian Center, and the UBC Museum of Anthropology. In the spring of 1982 the native Indian children spent a week at Owl Rock Spiritual Camp near Penticton. A recent addition to the program is bi-monthly evening excursions to the Vancouver Indian Center for drumming and dancing.

The program is coordinated by Shirley Smith, a native Indian teacher at the school.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Shirley Smith, Stride Avenue Community School, 7014 Stride Avenue, Burnaby, B.C. V3N 1T4. Ph. 522-4685.

School District #72, Campbell River

Preventative Program

(Teacher-Aide, Home School Coordinator, Tutor, Counselling, Elementary, Secondary)

A team of four Home School Coordinators working with Department Head of Native Studies provide home-school liaison, student and family advocacy services, direct personal and career counselling to students, and liaison with community agencies. Two school district employees and two persons hired by the local Band Councils have cooperatively developed a comprehensive service. An ongoing survey of student marks, attendance and accomplishments provides an early alert to the need for intervention and also yields data for quantifying results of preventative programs.

Personnel:

Ms. Daisy Sewid-Smith, Department Head, Native Studies
Ms. Louise Campo, School District #72, Elementary Home School Coordinator
Ms. Lorie Dick, School District #72, Secondary Home School Coordinator
Ms. Roberta Hogg, Campbell River Band Council, Home School Coordinator
Ms. Donna Lamb, Cape Mudge Band Council, Home School Coordinator.

For further information contact: Mr. Stuart E. Jones, Supervisor of Special Education Services, School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

School District #72, Campbell River

Native Language And Culture Workers

(Indian Language, Indian Culture - Traditional, Teacher Aides, Curriculum, Elementary, Secondary)

The Kwakwala Language Program is part of the curriculum at five School District #72 schools. Students are taught the Amerindian Orthography subset of the International Phonetic Alphabet (IPA). The IPA consists of over 100 phonetic letters and symbols but for the Kwakwala language only 48 letters and symbols are used.

All language teachers have been trained through the Native Indian Language Diploma Program (NILDP), University of Victoria. School District #72 requires that they take various on-the-job training courses.

The Kwakwala Language Program is taught in three district elementary schools by small group, withdrawal scheduling and is generally available to the majority of the students as part of their regular program. One other elementary school offers the Kwakwala language to grades 4 and 5 using both small group and whole class instructional schedules.

At the secondary level the language and culture program has been shifted from a locally developed course, independently timetabled format, to a fixed unit incorporated within the regular Social Studies course. A Native Studies Culture Resource Aide works with the regular teacher in delivering of the units.

Personnel:

Ms. Sarah Johnson, Central Elementary
Ms. Diane Matilpi, Campbellton Elementary
Ms. Phyllis Glendale, Cedar Elementary
Ms. Lisa Wells, Quadra Elementary
Ms. Jane Sterritt, District

For further information contact: Mr. Stuart E. Jones, Supervisor of Special Education Services, School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

School District #72, Campbell River

Native Indian Curriculum

(Curriculum, Indian Culture - Traditional and Contemporary, Elementary, Secondary)

The purposes of this program are, to introduce Indian culture (including the contemporary period) into the mainstream of the curriculum, to increase the relevancy of the school curriculum to the Indian child's realities, and to provide a more extensive basis for cross-cultural appreciation.

A local committee comprised of teachers, museum personnel and members of the Native Studies Advisory Committee has been working since January 1979 on a major educational package entitled The Indian Fishery: A Comparison of Coastal and Interior Technologies. It may be completed by September 1983. Extensive cooperation with Indian organizations, universities and museums is ongoing in the development of creative and accurate units of studies directly related to the Core Curriculum goals. An ethnobotany unit is being developed as a supplement to Biology 12. The Kwakwala Language Program is a primary source of cultural study through the medium of anecdotal and conversational topics. Classroom teachers are encouraged to make extensive use of native resource people both in classroom presentations and as content and interpretation consultants. Components of native culture are being introduced by teachers into the entire curriculum spectrum, with the help of the Native Studies Resource Person.

A Special Approval from the Ministry of Education funds honoraria to native Indian people who have expertise in the areas of concern to develop and implement local native Indian curriculum. The Campbell River and Cape Mudge Bands contribute 20% toward this funding.

Evaluation is conducted as part of the ongoing consultation with the Native Studies Advisory Committee, the local and provincial museums and the universities. Extensive monitoring is made of the responses to newly developed units by classroom teachers, parents and students. The behavioral objectives and specific learning outcomes which form the basis of these units of study are assessed.

A special project is being initiated in 1983 to record oral history, legends and anecdotes in the local Likwala dialect. It is planned to incorporate the spoken and written dialect variations with the current word list used in the Kwakwala Language Program.

For further information contact: Mr. Stuart E. Jones, Supervisor of Special Education Services, School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

School District #72, Campbell River

Native Studies Advisory Committee

(Indian Education Committee, Curriculum, Elementary, Secondary)

The Committee establishes priorities and monitors the Native Studies Program. It participates in selection of personnel and is in itself a valuable bridge between the native child's community and the school.

For further information contact: Mr. Stuart E. Jones, Supervisor of Special Education Services, School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3N9. Ph. 287-8385.

Cape Mudge Band, Campbell River,

Home School Coordinator

(Home School Coordinator, Band Operated, Indian Language, Indian Education Committee, Elementary, Secondary)

The duty of Home School Coordinator is a three quarter-time position funded and administered by the Band. The coordinator is responsible for nursery to post-secondary, with approximately 100 students in School District #72. She emphasizes preventive and developmental rather than crisis counselling.

The Home School Coordinator is a member of the Native Studies Advisory Committee in School District #72, and works closely with District Home School Coordinators and Native Studies staff. The Native Studies Advisory Committee has representation from two local bands and support from the Department of Indian Affairs , the local School Board, the Museum, and the local U.N.N. The Native Studies Advisory Committee monitors the progress of, and revisions to, Kwakwala language program which is implemented in the elementary and junior high schools. The committee also monitors the academic progress of the students and deals with parental concerns. In addition, materials to be used in curriculum such as books and videos are inspected by the committee for accuracy especially with respect to history and culture.

Children from Cape Mudge primarily attend Quadra and Campbellton Elementary schools and Campbell River Junior and Senior Secondary schools and Rolocon Secondary.

The coordinator deals with the educational needs of the students and is a liaison between students, parents, teachers and school administration, and social agencies in the community. She offers support and some tutorial assistance to adults wishing to upgrade their education and any support or assistance desired by the Kwakwala language teaching aides in the schools she serves.

Note: See listing under Provincial School Programs - Campbell River, School District #72.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Donna Lamb, 161 Petersen Road, Campbell River, B.C. V9W 3H2. Ph. 285-3316 (Band Office).

Chehalis Community School, Chehalis

Reading Marathon

(Band Operated School, Academic Skills Development, Elementary)

In the spring of 1982 the 30 children in grades 3 through 7 were divided into five heterogeneous groups, each under the close supervision of a teacher or aide called the "adviser". Each group consisted of six children of differing ages and reading abilities. The advisers met with their groups from 1-1:30 each day during the after-lunch sustained reading time.

Sustained reading time is mainly a silent reading time but advisers also do rehearsal reading or oral reading occasionally.

Each adviser took oral book reports from his/her group. The adviser also contacted the homes to report progress. Parents and aides also participated as readers. Books were circulated to groups every two weeks. The group arranged a spot to read, record keeping, a display graph in the hall, and a bulletin board.

1009 books were read and reported on in one month. T-shirts celebrating "100 books read" were given to two students at the end of the month.

Preschool and kindergarten, grades 1 and 2 students participated by enjoying books read to them.

For further information contact: Ms. Mary Short, Chehalis Community School, R.R. #1, Chehalis Rod, Agassiz, B.C. V0M 1A0. Ph. 796-2146.

School District #33, Chilliwack

Elementary School Support Teacher For Native Students

(Academic Skills Development, Counselling, Elementary)

The school support teacher's primary concern is the education, progress and well-being of approximately 250 status and non-status students (K-7) in the district's 22 elementary schools.

Regular small group sessions emphasize language arts and encourage oral and written language skills by means of art, stories, accounts of activities and imagery. The interchange is facilitated by cultural experiences shared with the children as well as efforts to improve the children's self-concept. Individual/group counselling attempts to deal with attendance and social problems.

Teacher/parent and parent/school relationships are assessed through an on-going program of parent group meetings, effective parenting course, "mini-pow-wows", as well as discussion and explanation of recent literature on Indian education. Home contacts and individual tutoring on a frequent basis minimize still unmet needs.

The Native Support Teacher provides regular liaison between principals, school staff and the Native community as well as meeting student needs, promoting multiculturalism within the District, and assisting teachers in the use of the Sto:lo Sitel Social Studies Curriculum.

For further information contact: Mrs. Pamela Koczapska, School Support Teacher for Native Students, School District #33, c/o Learning Center, 46361 Yale Road, Chilliwack, B.C. V2P 2P9. Ph. 858-7101.

School District #33, Chilliwack

Secondary Native Support Worker

(Counselling, Tutoring, Secondary)

Originally the position was called Indian Education Coordinator created in April 1977, funded by 1.0 Special Approval.

The role of the Native Support Worker is to counsel and tutor native secondary students, to consult and work with school personnel, and to liaise with the homes. He serves 100 students in grades 8 to 12.

The support worker works directly with native students in a counselling, tutoring and supportive role. He makes regular, scheduled visits to the secondary schools for student counselling and staff consultation. He consults with principals, teachers and counsellors on the progress and concerns of native students. A Native Counsellors' Group meets regularly to discuss mutual problems. The support worker consults with parents on the progress and concerns of native students. The support worker has taken a parenting course and is coordinating a course for native parents. He liaises with the two Home School Coordinators working for the Chilliwack Area Indian Council.

The support worker assists teachers in the delivery of native aspects in Social Studies classes. He liaises with the Coqualeetza Sto:lo Sitel Advisory Committee.

The support worker carries out other duties assigned by the Director of Instruction, Special Services as well as principals to whom he is responsible.

For further information contact: Mr. Gerald George, School District #33 (Chilliwack), 46361 Yale Road East, Chilliwack, B.C. V2P 2P9. Ph. 858-7101.

Chilliwack Area Indian Council, Chilliwack/Sardis

Home School Coordinators

(Home School Coordinator, Elementary, Secondary)

Two workers share the liaison job for students in at least 19 schools and in the municipalities of Chilliwack, Rosedale, Hope, and in Sardis, Veder, Abbotsford and Yale. The two education support workers, or Home School Coordinators visit the schools at least weekly, and observe and encourage individual students in class. They conduct study classes after school. At the beginning of each year the workers have their students complete a YOU inventory, listing personal strengths, aspirations and goals. These sheets have proven helpful in conferences when students slip from planned study habits.

The support workers have worked with other counsellors in the schools on Drug and Alcohol Misuse seminars with students. A tutoring program has been set up in Sardis with qualified teachers hired as tutors. They work with elementary students two nights a week and high school students two nights.

For further information contact: Ms. Annett Peters and/or Ms. Susan Miller, Home School Coordinators, Chilliwack Area Indian Council, P.O. Box 73, Sardis, B.C. V0X 1Y0. Ph. 858-3384.

School District #65 (Cowichan), Duncan

Alternate School II, Duncan

(Alternate School, Academic Skills Development, Crafts, Secondary)

This program attempts to alleviate the high drop out rate of native Indian students by providing a highly individualized program. "At risk" students are referred from the local junior and senior high schools. The students are prepared for re-entry to the regular academic program if possible. A few students are given job orientation skills if re-entry is unlikely. Commercial materials are used where possible but as the students have individually tailored academic programs teacher prepared materials are also necessary. The school is now situated in the Community Centre to enable the students to make use of the library and sports facilities. Native language classes are held daily. A carving program in 1982 resulted in a 26 foot totem pole being completed for the Community Centre. This year lack of funds has meant the carving program has been suspended. The program is evaluated by the teacher, the Band Home School Coordinator and the Band Education Committee members. There have been six students return to the regular high school programs in the past two years. There is one full-time teacher for 14 students.

For further information contact: Mr. Walter Stoochnoss, teacher, Cowichan Band Office, P.O. Box 880, Duncan, B.C. V6L 3Y2. Ph. 748-7528.

School District #65 (Cowichan), Duncan

Orientation Classes, Koksilah Elementary School

(Readiness, Language Arts, Elementary)

Primary level I and II orientation classes are part of a continuum designed to ease transitions for native children from kindergarten through grade 2.

Primary I

The Primary I program is a small transitional class for native children who have completed kindergarten (or a program at Children's Place) but who are not yet ready for a regular grade 1 class. Children enter this class generally because of significant developmental delay. Because of the variety of students' abilities, emphasis is placed on programming for individual needs.

The goal of the program is to provide a foundation of skills in order that the student may enter the Primary II or, if possible, the regular grade 2 program.

Primary II

The Primary II program is integrated with the regular grade 2 program in an open area setting. Students are assigned to one or the other program during the instructional period depending on individual needs, progress, attendance and behavior. As with Primary I, this is exclusively for native children with staff specifically assigned.

The program's primary aim is for students to enter the regular school program as soon as they are ready. The program is funded by 3.0 Special Approvals and has been evolving to meet local needs since 1965.

For further information contact: Mr. Ken Hinde, Principal, Koksilah Elementary School, R.R. #6, Duncan, B.C. V9L 2T8. Ph. 748-3138.

School District #65 (Cowichan), Duncan

Native Language And Crafts, Koksilah Elementary School

(Indian Language, Crafts, Elementary)

This project provides native language classes for the Indian students and craft classes for all the students in the school. Three times weekly the native children receive conversational Cowichan language lessons from the native Indian resource teachers. The classes are restricted to native children in 1982-83 for the first time to keep the classes small enough to ensure oral participation by the students. Weekly craft lessons are taught to students from grades 3-6. In grade 3 the students learn to collect and prepare rushes and do many types of flat weaving with a variety of materials including the rushes. The grade 4 and 5 students learn to do beadwork, starting with a simple ring and progressing to intricate chokers and bracelets backed with leather. The grade 6 students polish their weaving skills and progress to basket weaving. The whole school enjoys Indian culture integrated into the school program. A Legend Month has the students hearing legends from elders, reading, writing, illustrating and dramatizing legends, and finally showing their work to the elders. In P.E. a non-native teacher has permission from the elders to teach dance to the entire school. So successful has this been that soloists and group dancers have won prizes at the local festival. An active group practise native dances before school and at noon. "Math Their Way" and Sylvia Ashton Warner's teaching methods for beginning readers have been successful programs for math and communication skills acquisition.

Funding for the native language and culture workers comes from 0.5 Special Approval from the Ministry of Education. Enrollment 225 pupils total. Two native language teachers each work 2 hours/day, three times weekly. One native craft person works part-time.

For further information contact: Mr. Ken Hinde, Principal, Koksilah Elementary School, Duncan, R.R. #6, Duncan, B.C. V9L 2T8. Ph. 748-3138.

School District #65 (Cowichan), Duncan

Home School Coordinators

(Home School Coordinator, Elementary, Secondary)

This position was initiated in September 1976.

The Home School Coordinator acts as a liaison officer between all schools and the homes of the native community. Band. The purposes of the liaison are, first to develop among the native people a greater understanding of matters which pertain to the education of their children and, second to provide whatever guidance and support is required to ensure the success of all native children who attend school. Generally the Home School Coordinator works mornings in school and visits families in the afternoon. Koksilah Elementary and Alexander Elementary Schools are visited.

Some of the coordinator's duties are:

1. He/She shall enquire into, provide guidance for, and report on the attendance, conduct, attitude, and school performance of any native girl or boy.

2. He/She shall conduct interviews with teachers and with native school children for the purpose of giving them counsel and assistance on all matters affecting education.
3. He/She shall visit native families resident in the community to counsel and to advise them on school matters.
4. He/She shall assist the teaching and administrative staffs to become aware and to organize for the difficulties and special

problems facing the native students. He/She is not a teacher.

5. He/She shall confer and work cooperatively with, in order to further the education welfare of native children, such federal, provincial and agencies as the Public Health Department, the Ministry of Human Resources, the R.C.M.P, Department of Indian Affairs , and such organizations as qualify.
6. He/She shall, if necessary, keep in individual files, a record of his/her interviews and his/her reports on native children, and include in the files any other information helpful to the children's educational progress.
7. He/She shall be completely responsible for the trust placed in him/her when a school permits him/her access to whatever school records the principal judges are necessary for a solution of a native child's problem.
8. He/She shall encourage native students to become more involved in the social, athletic, and academic life of the school.
9. He/She shall encourage the development of extra-curricular activities which will encourage native students to become involved in their own culture and which will enhance their pride in that culture.

Subjective evaluation of this position is carried out by the principals.

For further information contact: Ms. Jennifer Williams, Elementary Home School Coordinator, Koksilah Elementary School, R.R. #6, Duncan, B.C. V9L 2T8. Ph. 748-3138; or Ms. Dawn McIntyre, Secondary Home School Coordinator, Koksilah Elementary School, R.R. #6, Duncan, B.C. V9L 2T8. Ph. 748-3138.

School District #65 (Cowichan), Duncan

Counsellor, Quamichan Junior Secondary School, Duncan

(Counselling, Secondary)

A counsellor is funded by the Indian Education Branch of the Ministry of Education. He was nominated by the Cowichan Band to serve approximately 150-170 native Indian students.

The aims of this program are:

- to reduce the drop out rate and truancy
- to increase achievement
- to assist with the social and personal problems of native students
- to increase communication between the home, the school and the students, and
- to heighten the self-esteem of native students.

Students are referred by teachers or come of their own accord.

According to the School District #65 job description, the role of the counsellor includes:

- "being a friend, confidante, advisor and sympathizer with native students
- discovering neglected medical problems and seeing that they are attended to
- finding out who has left home and where they are staying
- acting as an intermediary between students and teachers and between parents and teachers
- maintaining liaison with the three Home School Coordinators
- explaining to teachers the reasons for the behavior of some students including home, health, and environmental problems
- assisting some students with academic problems and lending support to the Native Language Program."

Subjective evaluations of this service are carried out by frequent visits by the Cowichan Band Education Committee members, and by the Principal.

For further information contact: Mr. Doug Roy, Counsellor, Quamichan Junior Secondary School, 2515 Beverly Street, Duncan, B.C. V9L 3A5. Ph. 746-6168.

School District #32, Hope

Native Education Coordinator

(Coordinator, Indian Education Committee, Elementary, Secondary)

The global objective of the Coordinator is to improve the future educational prospects for native students in School District #32. The position plays a key facilitative role in expanding Native Studies programs and enhancing curriculum development. In support of this role the Coordinator addresses the following issues.

- A general lack of native awareness and subsequent ignorance of native lifestyle, history, and cultural heritage within the non-native community.
- Orientation of teachers to the Sto:lo curriculum.
- Organization of regularly scheduled meetings involving educational personnel, the Upper Sto:lo Education Committee and interested parents with a view toward cooperative problem-solving.
- Identification of deficiencies in the native Indian Education Program.
- Identification of implementation methods vis-a-vis the Sto:lo curriculum.

The Native Education Coordinator position is funded by the Indian Education Branch of the Ministry of Education.

For further information contact: Ms. Rhoda Peters, Native Education Committee, P.O. Box 640, Hope, B.C. V0X 1L0. Ph. 869-2411.

School District #32, Hope

Native Education Program

(Indian Culture - Traditional and Contemporary, Personal Development, Elementary, Secondary)

The several objectives of the program include:

- Student acquisition of knowledge about Indian society past and present.
- Improvement of all students perceptions about Indian people and the history of the Sto:lo nation.
- Provision of opportunities for students to resolve value conflicts, personal biases and prejudices, as well as to form positive conclusions about traditional native culture.
- Assistance to native Indian students in building positive self-concepts through the use of culturally relevant materials.

The elementary (K-6) program includes:

- Introduction to Sto:lo culture
- Native art, craft and food preparation exercises
- Instruction from local native resource people.

The secondary program (7-12) is a preventative program which addresses intercultural tensions. Through the use of an exclusively native format (native authors, speakers and materials), topics such as spirituality, morals and values as well as stereotyping and prejudice are explored. Audio-visual presentations of native culture, art, and music from across Canada form an integral part of the secondary program.

For further information contact: Ms. Ruth Peters, Native Education Committee, P.O. Box 640, Hope, B.C. V0X 1L0. Ph. 869-2411.

School District #32, Hope

Home School Coordinator

(Home School Coordinator, Elementary, Secondary) Emma May Joe (Maizie) Started This Job In January 1983. She Has Visited Six Schools To Meet The Teachers And Students. She Is Available To Act As Counsellor Or Liaison Between School And Home. Most Of Her Work Has Been With Students In Grade 7 And 8 This Year. The Position Is Funded By The Band And The School Board Jointly.

The schools at North Bend and Boston Bar are also attempting to get their own Home School Coordinator.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Emma May Joe, Home School Coordinator, P.O. Box 640, Hope, B.C. V0X 1L0. Ph. 869-2411.

Penelakut Band, Kuper Island

Penelakut Language Program

(Band Operated, Indian Culture - Traditional, Indian Language, Pre-school, Elementary)

The Penelakut Band administers its own nursery/kindergarten program, which employs two native teachers, and the D.I.A. administers the grade 1-2 class.

Each school day, the children are taught basic sounds and words as well as history and legends. Assistance is provided by a local Band member. The objective of the program is to expose the children to their culture, the language being the base from which this cultural sense can grow. The majority of the children do not come to school able to speak their native tongue so considerable emphasis is placed on acquiring a solid vocabulary base. The program began in November 1979 and continues to function with high community interest and support.

For further information contact: Ms. Charlotte Ramsay, #309 - 2974 Sherman Road, Duncan, B.C. V9L 4X1. Ph. 246-4041.

Penelakut Band, Kuper Island

Home School Coordinator

(Home School Coordinator, Band Operated, Elementary, Secondary)

The Home School Coordinator is a full-time employee of the Band. She is in contact with the majority of the students from Penelakut and she liaises between home and school and tends to student conduct including absentism. The students from grade 3 and over attend Chemainus Elementary and Secondary Schools as well as St. Joseph's School and Duncan Secondary. She tends to the personal, educational, and financial needs of the students and counsels college and vocational applicants from the Band. Even though there exists no Education Committee at this time, there is hope that one will start soon.

For further information contact: Home School Coordinator, c/o Penelakut Band Office, Box 360, Chemainus, B.C. V0R 1K0. Ph. 246-9533.

School District #35, Langley

Native Studies Consultant

(Curriculum, Elementary, Secondary)

Position cancelled in 1981 after person worked as a Home School Coordinator from 1977-80 and a consultant for one more year. Native Indian curriculum materials are in the schools.

For further information contact: Director of Elementary Education, School District #35, 22259 - 48th Avenue, Langley, B.C. Ph. 534-7891.

School District #42, Maple Ridge/Pitt Meadows

Katzie Home & School Program

(Home School Coordinator, Elementary, Secondary)

This program employs one person through funding from the Indian Education Branch of the Ministry of Education and is administered jointly by the District Superintendent, the school principals of Pitt Meadows Secondary, Garibaldi Secondary, Golden Ears Elementary, Whonnock Elementary, and the Maple Ridge Secondary Education Committee. Input in program hiring, monitoring, and developmental extension is supplied by the Katzie Indian Band.

The program's objectives include:

- academic program improvements through parent/teacher liaison;
- facilitation of student home study;
- student academic success through enhanced interest in school curriculum;
- provision of resource assistance to teachers of native Indian students.

The Home School Coordinator works with approximately 35 students from kindergarten through grade 12 and is actively involved in:

- monitoring student progress;
- facilitating and attending parent/teacher interviews;
- encouraging awareness of native Indian heritage;
- assisting in the organization of parent/teacher recreational activities
- helping to implement continuing education programs designed for identified community interests.

Constant and on-going program evaluation by the Home School Coordinator, the Katzie Education Committee and the Supervising Principals culminates with bi-yearly general meetings between the above and the Director of Instruction for School District #42.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Katzie Home School Coordinator, Educational Support Services, School District #42, 21911 - 122nd Avenue, Maple Ridge, B.C. V2X 3X2. Ph. 467-1101, 467-1102.

School District #75, Mission

Home School Coordinator

(Home School Coordinator, Elementary, Secondary)

One full-time Home School Coordinator is employed by School District #75 to act in consultative, liaison and counselling modes for the benefit of native children attending district elementary and secondary schools.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Mr. Keith Cameron, Director of Instruction, School District #75, Mission, B.C. Ph. 826-6286.

School District #44, North Vancouver

Norgate Project

(Community Education, Teacher Aide, Art, Elementary)

Norgate School serves two distinct and adjacent communities effectively isolated from the main residential area of North Vancouver. The Indian community is the Capilano Reserve, the non-Indian community is the Norgate subdivision. There was very little interaction between the two communities as recently as 10 years ago.

Approximately 22% of the students enrolled at Norgate Elementary School are status native Indian children. A substantial number of these children experienced difficulty in their academic progress and their social interaction.

An improvement in this situation has been effected by the establishment of two positions since September 1, 1978, funded by the Indian Education Branch of the Ministry of Education and the North Vancouver school District.

a. A Community-Development/Community-Education teacher provides leadership to Norgate School staff and to both the Indian and non-Indian communities to:

   - develop more positive relations between the two communities and the school, and bring together leaders from the two communities;
   - coordinate a program of extended activities for all age groups using school facilities, integrating agency services and encouraging community involvement

b. A native Indian teacher aide works with some of the native Indian children who experience emotional upset or display inappropriate behavior at school. She also acts as Coordinator of Volunteers to encourage and assist Indian parents to participate at the school as volunteers. This person also performs the usual teacher aide functions such as playground supervision, classroom assistance and clerical assistance.

Additionally, a Native Art and Culture Program is now being offered at Norgate. The program emphasizes Native print making and beading for primary classes. Carving as well as print making and beading are offered to the intermediate classes.

Still further, two totem poles were raised at the school in 1982, and an annual ceremony to commemorate the raising has become a standard "Special Event" of Norgate's school year.

The projects have improved community relations and increased the involvement of Native parents in the school. The Native people now have more positive perceptions of the school, their children experience much less difficulty, and home-school communication and cooperation is steadily increasing. Educational opportunity for Native students has improved with the emphasis on social and emotional growth, interpersonal skills and positive self-concept. Likewise, the Norgate Park community has also been affected positively. Evaluation of the above projects stresses the effective and cognitive progress of Native students, interpersonal behavior, attendance, reduction of conflict and minor vandalism, and the involvement of Native parents and their perceived attitude to the school.

It should be noted that the Norgate Community School Council assists with a number of as such as the totem-raising ceremony. An annual salmon barbeque, for example, is co-sponsored by the Council and the Squamish Indian Band. The site for the barbeque alternates between the school grounds and the Capilano Reserve of the Squamish Band.

Norgate was formally granted community school status in September 1981.

For further information contact: Mr. John Montgomery, Principal, Norgate Elementary School, 1295 Sowden Avenue, North Vancouver, B.C. V7P 1L0. Ph. 987-4491.

School District #44, North Vancouver

Indian Education Programs

(Indian Education Committee, Coordinator, Pre-school, Elementary, Secondary)

At present, an approximate total of 300 native Indian students are attending North Vancouver schools; 150 at the elementary level, and 150 at the secondary level. A majority of these students are members of the Squamish Indian Band, whose lands include much of the western waterfront region of North Vancouver. A smaller number of students are members of the Burrard Indian Band, whose lands are located in the eastern (Dollarton-Deep Cove) region of North Vancouver.

For some years now, the Squamish Band and the North Vancouver School Board have been evolving a common, organized structure for the provision of programs and services to respond to the needs of Native education. This structure is founded upon a cooperative sharing of resources and responsibilities in the creation and implementation of programs and services, and responds directly to the policy decisions made by a central Band-Board Education Steering Committee. This committee was first established in February 1977, and since that time has met every two months throughout the school year. Its membership involves an equal representation of Band and Board personnel including: band councillors, school board trustees, the band Education Coordinator and school district Native education program coordinator, the school district's assistant superintendent in charge of program and development and the principals of district elementary and secondary schools which have a large proportion of Native students.

Program Coordinator, Native Education - North Vancouver School Board:

This is a full-time district-staff position responsible for the planning, development, and supervision of a wide variety of operations which are designed to respond to the diverse abilities and needs of native Indian students.

These responsibilities are divided with varying weight over the following five major areas:

1) in-school support:Program Mainstay
2) in-school cultural enrichment:Program Mainstay
3) curriculum development
4) community contact
5) general responsibilities

For further information contact: C. Kelly, Program Coordinator, Native Education, School District #44, 721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5. Ph. 987-8141; or Ms. Jackie Nahanee, Education Coordinator, Squamish Indian Band, 345 West 5th Street, North Vancouver, B.C. V7M 1K3. Ph. 985-7711.

School District #44, North Vancouver

Program Mainstay

(Learning Assistance, Counselling, Indian Culture - Traditional, Crafts, Elementary, Secondary)

In-school Support
Newly introduced in September 1981, this program involves the hiring, training, and placement of native Indian counsellors, Home School Coordinators, and aides as staff members in elementary and secondary schools with native students. Their various responsibilities center on providing individualized support, tutorial or otherwise, to all students who need assistance and encouragement with their schooling. These positions are cooperatively supported by the Squamish Band and the school district.

In-school Cultural Instruction
Also introduced in September 1981, this program is designed to introduce instruction in various aspects of local culture, history, and contemporary experience as part of the regular course offerings at the elementary and secondary levels. It is organized and implemented by a half-time certified native Indian teacher working as part of the district's teaching staff. The program also involves the skills and resources of local crafts people and artists who are sponsored through cultural grants held by the Squamish Band.

For further information contact: C. Kelly, Program Coordinator, Native Education, School District #44, 721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5. Ph. 987-8141.

School District #44, North Vancouver

Squamish Curriculum Project

(Curriculum, Indian Culture - Traditional and Contemporary, Elementary, Secondary)

Since January 1981, a project has been underway to develop a curriculum with supporting learning materials which reflects local culture and history and can be effectively integrated into a wide range of courses for all students in elementary and secondary schools on the North Shore. The organization of the project is a major responsibility of the district's program coordinator for Native education; its various duties are shared with a full-time curriculum researcher and developer who has been hired by the Squamish Band.

The objectives of the curriculum development project include:

1. Students will be able to use the example of the native Indian community to trace the development of a culture in response to fundamental human needs and experience.

2. Indian and non-Indian students will be able to understand and define the factors which have shaped and continue to shape the native Indian identity in their own community according to its historical and contemporary experiences.

3. Students will be able to identify and explain similiarities and differences between the cultural heritage of their native Indian community, and other communities.

4. Students will demonstrate a capacity to apply their knowledge, understanding, and critical thinking ability in the formation of their own attitudes towards the native Indian people, and other cultural groups in their society.

For further information contact: C. Kelly, Program Coordinator, Native Education, School District #44, 721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5. Ph. 987-8141.

School District #44, North Vancouver

Toy Library And Parent Resource Center

(Resource Center)

Through special resources and services shared between the Adult Education Division of the North Vancouver School Board and the Squamish Band, a two-phase program is underway to improve the developmental situation for Squamish pre-schoolers. Phase one involved the assembly and promotion of an educational toy library for pre-schoolers and was carried out by a Squamish pre-school teacher during the Spring of 1981. Phase two is currently underway and involves the establishment and promotion of parent resource centers in two North Shore elementary schools.

For further information contact: Ms. Jackie Nahanie, Education Coordinator, Squamish Indian Band, 345 West 5th Street, North Vancouver, B.C. V7M 1K3. Ph. 985-7711.

Desolation Sound Tribal Council, Powell River

Education Coordinator and Indian Education Programs

(Coordinator, Tutor, Teacher Aide, Indian Culture - Traditional, Group Homes, Elementary, Secondary)

The Desolation Sound Tribal Council represents the Sliammon, Klahoose, and Homalco Bands.

Education coordinator

The Education Coordinator is responsible for the overall administration of education programs for the Tribal Council. She is particularly responsible for liaison on program development with the school district, liaison with the Department of Indian Affairs , supervision of the Home School Coordinators (emphasizing facilitation of direct discussion between parents and teachers) and the teacher aides, and liaison with other departments of the Tribal Council. She is responsible for the post-secondary students, development of career programs on the reserve, and development of upgrading programs. She oversees the Band pre-school and child care facility and is developing, with others, an after school language and culture program.

Group Homes

This is a pilot program to try a new way of enabling children from remote reserves to attend school. Four children are in each of two homes with home parents from the reserve. They range in age, attending kindergarten to grade 11. They live on the reserve near Powell River and attend the district's public schools. Some children from the remote reserves are still attending a boarding school, St. Mary's.

Tutoring program

This project began in 1977 for students in grades 1-7. It has been expanded to include students at all levels. A qualified teacher plus an adult from the reserve are present to assist students with homework or specific academic worries. There are over 100 students attending district schools.

Teacher Aides

This position began in 1977 and is administered and funded by the Tribal Council. The aide assists at the Individualized Remedial Language Program at Brooks Junior High School.

Indian Culture Teacher

A start on a language program will be made. Instruction will be given to children and young people after school. At present the Indian culture teacher, Sue Tielle, is working with the pre-school.

For further information contact: Ms. Betty Wilson, Education Coordinator, Desolation Sound Band Office, R.R. #2, Powell River, B.C. V8A 4Z3. Ph. 483-9317.

Desolation Sound Tribal Council, Powell River

Home School Coordinators

(Home School Coordinators, Elementary, Secondary)

There are two Home School Coordinators, funded by the Tribal Council for some years. One Home School Coordinator works with elementary students, the other with secondary.

Activities include:

1. Counselling students, discussing school activities, helping them reinforce self and cultural concepts, assisting them in understanding the school system, helping them discuss difficulties with their teachers, and assisting with personal or financial needs.
2. Maintaining a nominal role for Indian students in District schools.
3. Providing materials and resources on Indian culture to the schools.
4. Meeting with teachers and administrators and provide positive information regarding native people and their values.
5. Evaluating pupil progress and monitoring attendance and drop outs
6. Helping parents understand the school system, programs and student performance. Parents are encouraged to visit schools and meet with the teachers.
7. Meeting with Coordinator of Native Education and Chiefs and examine the native education programs with them.
8. Meeting with Native Aides
9. Supervising evening classes for students who need extra help
10. Maintaining meaningful liaison with government agencies
11. Arranging home and hospital teaching services.

An effective system to help ensure homework is done has been a contract drawn up by the teacher and the coordinator and the students and their parents. The parents sign the contract each time the student does a homework assignment.

The Secondary Home School Coordinator is also responsible for any students from isolated reserves who attend residential schools such as St. Mary's Indian School at Mission and for students at Squirrel Cove and Manson Landing.

For further information contact: Ms. Rose Adams, Elementary Home School Coordinator, or Ms. Frieda McLean, Secondary Home School Coordinator, Desolation Sound Band Office, R.R. #2, Powell River, B.C. V8A 4Z3. Ph. 483-9317.

School District #47, Powell River

Counsellor To Native Indian Students

(Counselling, Secondary)

Counselling services are provided in coordination with the Home School Coordinator (Sliammon). The goal of counselling services is to help native Indian students succeed in their school life. Issues in counselling are those which affect directly or indirectly a student's progress or experience at school.

The Special Counsellor to native Indian students works in support of and in addition to the regular counselling and guidance services provided to all students. Regular consultation with the Home School Coordinator (Sliammon) over specific cases includes:

- exchanging information
- formulating a coordinated plan of action and defining responsibilities for specific cases
- identifying and coordinating other resource personnel (professional and community) which can be utilized to help in specific cases

Counselling functions cover the following areas: educational, vocational, personal/social and administrative. The counsellor reports to the Superintendent of Schools by way of the Supervisor of Special Services and to the Indian Education Coordinator.

For further information contact: R.G. Macdonald, Counsellor, School District #47, 4402 Joyce Avenue, Powell River, B.C. V8A 3A4. Ph. 485-2768.

School District #47, Powell River

Individualized Remedial Language Program

(Language Arts, Tutor, Teacher Aide, Secondary)

This program operates in Brooks Junior High School. The program is highly individual. Students attend regular classes but come to Mr. Paul's remedial class as scheduled. Both a District-hired Aide and a Tribal Council-hired Aide assist Mr. Paul with the 8-10 students. The aim and purpose of the program is to improve language facility so that the students can progress to the Senior Secondary and achieve success.

For further information contact: Mr. David Paul, Brooks Junior Secondary School, 5400 Marine Avenue, Powell River, B.C. V8A 2L6. Ph. 483-3171.

School District #47, Powell River

Elementary Remedial Language Class, James Thomson Elementary

(Language Arts, Elementary)

This program operates in James Thomson Elementary School. The program is highly individualized. Students in grades 4-7 attend regular classes, but come to the Remedial Language Teacher, Mr. Gaskell, for extra help.

For further information contact: Mr. Owen Gaskell, James Thomson Elementary School, 6388 Sutherland Avenue, Powell River, B.C. V8A 4W4. Ph. 483-3191.

Saanich Indian School Board, Saanich

Tsartlip Indian Day School

(Band Operated School, Indian Language, Curriculum, Indian Culture - Traditional)

The Saanich Indian School Board began in 1969 as the first Indian School Board in B.C. It serves four Indian Bands. The Saanich Indian School Board administers the school and is responsible for program and curriculum development. In the 1970's an extensive curriculum development program in Indian history was undertaken for the Tsartlip Indian Day School and the other schools in Saanich. This program is now reorganized due to budget cuts by the Bands and DIA and the moving of curriculum developers to the provincial schools.

Tsartlip Indian Day Schools

The school serves about 150 students in nursery class to grade 7. There are five teachers employed by the DIA as well as an elder and two language instructors employed by the Saanich Indian School Board. Upon parent request the provincial curriculum is now used to ensure future success in the high school and in employment. Indian history and culture are incorporated into the regular social studies curriculum as well as special classes on Indian Communication. A complete grade 3-4 native curriculum has been completed. Lessons and a video library of the history of the Indian people have been started for other grade levels.

The Language Program forms the nucleus of the culture curriculum. Many concepts in values and history can best be expressed in the Indian language. The program was begun in 1976. The students receive 15-35 minute lessons daily to learn the oral language. Many of the Band elders have been involved as sources of history and guidance and counselling on values. One elder is now employed to be a continuous resource person and counsellor.

A Cultural Skills Revival Project was begun in 1978 with funds approved by the Ministry of Education. It was implemented to acquaint Indian students with various traditional skills in basketry, loom weaving, salmon fishing, canoe building, big house construction, utility carving, and traditional food preservation and preparation.

There were actual practice exercises in various activities - in some cases through the creation of models of the unit (e.g. fishing) and in other cases in the production of a real item (e.g. traditional foods). A major evaluation was done by the elders as they assessed the items produced by the students. This project is no longer receiving funds so the projects are curtailed to those that the school can finance itself.

The Curriculum Development Project - Secondary is no longer operating out of the Saanich Indian School Board offices. A change in administration and changes in funding, have resulted in some Band members now working out of the provincial School Board office. This arrangement is under negotiation.

For further information contact: Mr. Phillip Paul, Chairman, Saanich Indian School Board, P.O. Box 368, Brentwood Bay, B.C. V0S 1A0. Ph. 652-2313; or Ms. Sheila Austin, Principal, Tsartlip Indian Day School, P.O. Box 368, Brentwood Bay, B.C. V0S 1A0. Ph. 652-1811.

School District #63, Saanich

Native Curriculum Coordinator

(Coordinator, Curriculum, Indian Culture - Traditional And Contemporary, Secondary)

The coordinator has worked with elders of the Saanich people, community resource people, teachers and counsellors in the schools to develop the Saanich Native Studies program. The program began in 1977 as a project of the Saanich Indian School Board. The first grade 9 course was implemented in September 1977. 45-60 students are enrolled in programs in grades 9-11 each year. The elementary curriculum program is currently being developed for implementation in September 1983.

The courses at Stelly's School cover:

- Middle School: Native People and Cultures of North America includes: origins; natural environment and culture of native North America; cultural contact between Indians and Europeans; and native people today.
- Grade 9: Saanich Environment (Pre-contact) includes:

transcription of the Saanich language; extent and nature of Saanich territory; living things in traditional Saanich territory; and oral traditions of the Saanich people

- Grade 10: The Way We Were (Pre-contact/Contact) includes: transcription of the Saanich language; and the Saanich seasonal cycle.
- Grade 11: The Struggle for Control (Post-contact/Contemporary) includes: archaeological evidence of the precontact era; native viewpoints of contact with European explorers and traders; the Indian Act and native values; aboriginal rights; and contemporary issues related to Band government.

For further information contact: Ms. Janet Poth, Native Curriculum Coordinator, School District #63, P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph. 652-1151.

School District #63, Saanich

Home School Coordinators

(Home School Coordinator, Elementary, Secondary)

The school district has supported this program since 1975. One person has served as Home School Coordinator for 10 years and a half-time elementary Home School Coordinator position has been added. 230 students are involved.

As well as serving as a cultural bridge between parents and teachers and students and teachers, the Home School Coordinator's attempt to bridge the generation gap between parents and students.

Upon request, extra-curricular programs emphasizing Indian culture and designed to enhance Indian student's pride in that culture are organized.

For further information contact: Ms. Molly Daniels or Ms. Gail Sam, Home School Coordinators, School District #63, P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph. 652-1151.

School District #63, Saanich

Native Indian Learning Assistance, Tutor/Advocate Program

(Learning Assistance, Tutor, Academic Skills Development, Personal Development, Secondary)

Native Indian Learning Assistance

At both Brentwood School (K-5) and Mount Newton School (Middle School) learning assistance programs have been developed to enhance academic progress and self esteem of native Indian students. Counselling sessions with students and teachers predate testing programs to ensure development of individual programs which may deal with health, social, personal or academic development. Visual methods of learning are accented rather than verbal and written messages. There are two half-time and two full-time positions funded under Special Approvals.

For further information contact: Ms. Frances Steffanick or Doreen Schwan, Brentwood Elementary School, School District #63, P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph. 652-3996; or Lloy Falconer or Mary Stanley, Mt. Newton School, School District #63, P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph. 652-1135.

Native Indian Tutor/Advocate Program

This half-time position at the Middle School provides a more complete support service than the learning assistance program for individual students experiencing academic difficulty as well as social and cultural adjustment problems in a large public school.

In the high school two teachers are available for four of five blocks in a day to assist students with particularly difficult assignments and individual counselling. A program to increase study skills is available. Reading for details, identification of main ideas, skim reading, note-taking, research skills and library utilization are taught.

For further information contact: Mr. Glen Jim, Native Indian Tutor, Mount Newton School, 1850 Newton Cross Road, R.R. #3, Victoria, B.C. V8X 3X1. Ph. 652-1135; or Ms. Mavis Underwood, Stelly's School, c/o School District #63, P.O. Box 2000, Saanichton, B.C. V0S 1M0.

School District #63, Saanich

Math Concept Development Program for Native Indian Students

(Academic Skills Development, Curriculum, Middle School)

Math Concept Development Program for Native Indian Students (Resource Book)

This math program was originally designed to fill in conceptual gaps and prepare students for middle school (grades 6-8) math. The need for this program emerged during the authors' Learning Assistance work with native Indian students. It was found that these students, often through prolonged absenteeism or frequent school transfers, were lacking the conceptual building blocks necessary for middle school math.

The program was not designed to be a complete math text or to follow the curriculum of any specific grade. It was based on the deficit areas in math most frequently encountered by the authors. Often poor language acquisition was found to be a factor of poor performance in math, hence the inclusion of pre-math language.

Originally the program was intended for small group use. The authors envisaged groups of 8-10 students for optimum impact. It would be possible, however, by utilizing a grouping system, to involve an entire class in the program.

For the majority of students, it should not be necessary to begin with Lesson 1 and work through to completion. The teacher will be able to determine the students' deficit areas in math and elect lessons as required. As a means of checking a student's need for a specific lesson the pretest, or probe, may be used.

Whenever the teacher or individual student has been referred to, the pronoun she has been used. This is merely for convenience and reflects no bias.

This math program is non-competitive and emphasizes the spirit of cooperation and mutual support which the authors have found prevalent among their native Indian students. Activities involving the entire group are used frequently, and whenever possible, the partner system has been used. There are no winners and no formal test situations. Work involving a paper and pencil approach has been kept to a minimum. Learning through creative activities and "hands-on" experience has been emphasized.

Activities progress from physical/experiential to a cognitive level.

Materials necessary for each lesson are listed on the face sheet. Whenever possible the authors have utilized classroom supplies likely to be readily available in most schools.

A list of vocabulary is included in each lesson. Students could keep an on-going glossary entering new terms and definitions as required.

For further information contact: Ms. Lloy Falconer, Mount Newton School, 1850 Keating Cross Road, R.R.#3, Victoria, B.C. V8X 3X1. Ph. 652-1135.

Seabird Island Community School, Seabird Island

(Band Operated School, Indian Culture, - Traditional, Indian Language, Elementary.)

Seabird Island Community School is a band administered elementary school located on the Seabird Island Reserve. The school became band operated in September 1979. The school's objectives are basically two-fold: to attain the knowledge and skills necessary to live in an Indian and non-Indian society, and to teach the children to live in harmony with their environment. Four other objectives include:

1. The desire to enhance the academic achievement of students
2. The goal of developing a strong and proud Indian identity
3. The objective of having the culture, history and language strengthened and secured
4. Ensuring that more students graduate from high school.

Finally, an overall objective inherent in the curriculum is that of ensuring the survival of the traditional value systems and spirit of the community.

The school makes extensive use of the Sto:lo Sitel curriculum and community resources as a basis for instruction. The Halkomelem language is taught in the school four times a week. Physical Education and native art are two subjects strongly emphasized.

The school enrolls 72 students, including students from the Charvathil and Peters bands in nursery, kindergarten and grade 1 to 6 classes. The school employs an administrator, 4 full-time teachers, one of whom is a NITEP graduate, 1 half-time teacher, 2 teaching assistants and 1 half-time teaching assistant. A trainee is also employed to help the language teacher with instruction. The Community School Board consists of 5 band members who meet monthly, or sometime twice monthly, to discuss issues related to the school.

For further information contact: Vivian Ferguson, Education Administrator, Seabird Island Community School, P.O. Box 50, Agassiz, B.C. V0M 1A0. Ph. 796-2457.

Seabird Island Community School, Seabird Island

Home School Coordinator

(Home School Coordinator, Band Operated School, Elementary, Secondary.)

Funded and administered by the band, the Home School Coordinator became a full-time position in September 1980. The Home School Coordinator is responsible for all aspects of education, servicing the needs of the people from the reserve. She consults with Band staff, health workers, Coqualeetza Education Centre, and the Social Worker. She also serves as a Resource teacher for the five students enrolled in the alternate class. These students are drop outs who, through growing independence and self-discipline, are continuing their high school education through correspondence.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Vivian Ferguson, Education Administrator, Seabird Island Community School. Ph. 796-2457. Seabird Island Band, P.O. Box 650, Agassiz, B.C. V0M 1A0. Ph. 796-2457.

School District #46, Sechelt

Native Environmental Studies Program

(Joint Project Environmental Education, Indian Culture - Traditional And Contemporary, Secondary)

The Native Environmental Studies Program targets both native Indian and non-Indian students and provides instruction in native Indian history, culture, and crafts, environmental awareness, as well as English, Math, Social Studies, Science, Art, Industrial Education, and Physical Education. Native Indian craft processes are related to the natural environment and such concepts as self-sufficiency, self-reliance, and cooperation are reinforced. It is intended that the program's emphasis on environmental education, coupled with a holistic approach to the interrelationship of academic studies, will stimulate students toward self-initiated discovery and learning.

The Native Environmental Studies Program employs two certified teachers and three support staff and has an enrollment of 20 secondary school age students per semester, 50% of whom are native Indian. The educational component of the program is financed by School District #46 while the Sechelt Indian Band provides funds for capital expenditures. Program evaluation has, in the past, been conducted by senior school district personnel and the Sechelt Indian Band's Education Coordinator.

For further information contact: Mr. John E. Nicholson, Director of Education, School District #46, P.O. Box 220, Gibsons, B.C. V0N 1V0. Ph. 886-8811, 669-4772.

School District #46, Sechelt,

Indian Education Program, Sechelt Elementary School

(Art, Social Studies, Counselling, Elementary)

The program includes art for the grades 1-7 levels and a grade 4 Social Studies curriculum. Within the art curriculum primary grade instruction is reinforced with stories and legends. Intermediate grades are taught Indian art using precise measurements which help to develop and reinforce math measurements and metric skills. The Social Studies curriculum is based on the history and culture of the native Indians and with specific emphasis on the Sechelt Indian Nation.

Mr. Bradley Hunt, a native Indian teacher responsible for the overall implementation of the program, develops contacts and information sources in other bands. Evaluation and collection of books, audio/visuals, historical artifacts and other materials pertinent to native Indian ethnography is constantly underway. As well as acting as resource person for the district Social Studies program Mr. Hunt is also an important role model to both Indian and non-Indian students. He provides counselling for students with behavioral and learning difficulties, coaches and supervises sports activities, organizes field trips, offers in-service workshops for teachers of native Indian students and provides auxiliary liaison with the Sechelt Indian Band and Home School Coordinator.

The program began in 1979 and operates with Special Approval funding.

For further information contact: Mr. Bradley Hunt, Sechelt Elementary School, P.O. Box 280, Sechelt, B.C. V0N 3A0. Ph. 885-2114.

School District #62, Sooke

Indian Education Coordinator

(Coordinator, Curriculum, Crafts, Teacher Aide, Indian Language, Elementary, Secondary)

This program is funded by the Indian Education Branch of the Ministry of Education. It was initiated in September 1975.

The Coordinator of Indian Education serves approximately 160 native Indian students. He encourages and assists Native students in all matters affecting their education. He provides parent-school liaison. He meets with all Indian students on a regular basis and consults with their parents and teachers regarding progress, attitude and placement, providing counselling when necessary. He also works in liaison with the various social services.

The coordinator contributes to the development and collection of materials relating to native cultures. He provides teachers with materials necessary to teach students about Indian culture. for example, legends of T'Sou-ke and West Coast bands.

An Indian crafts program has been implemented in six elementary schools. The coordinator sees to the smooth running of this program and assists the Indian Aides who teach these programs by providing supplies and suggestions. Three native Indian women teach crafts such as beading, knitting, painting traditional designs, woodburning, etc., and there are two teacher aides and one Home School Coordinator who are employed to work with Indian children who need special one-to-one assistance. All these women are available to give advice and assistance to teachers since they are aware of the cultural and social disparities between the home and the school.

A Nitinaht language course operated for 1 1/2 years but was terminated owing to budget restraints.

For further information contact: Mr. David Grubb, Coordinator of Indian Education, School District #62, Sooke, 2227 Sooke Road, Victoria, B.C. V9B 1W9. Ph. 478-1781.

School District #48 (Howe Sound), Squamish

Preventive Tutoring

(Tutoring, Secondary)

This program is intended to keep Indian students in the mainstream and to overcome any lags which may develop by providing a tutorial service both within the schools during school hours and at convenient central homes in the community after school hours and in the evenings.

For further information contact: Ms. May Harris, Education Coordinator, Squamish Band, Squamish, B.C. V0N 3G0. Ph. 892-5166.

School District #48 (Howe Sound), Squamish

Alternative Education, Step-up School, Squamish Reserve

(Alternative School, Secondary)

This program was phased out after three years. Some students returned to the regular high school and others felt ready to enter the job market.

For further information contact: Ms. May Harris, Education Coordinator, Squamish Band, Squamish, B.C. V0N 3G0. Ph. 892-5166.

Squamish Indian Band, Squamish

Home School Coordinator

(Home School Coordinator, Band Operated, Elementary)

The Home School Coordinator works as a communications facilitator, not a go-between, for teachers, principals, students, home and school. She views her role as one of making it easier for parents and teachers to talk together, to tackle problems students may be having in a united way. Sometimes this involves enabling parents to see their role in encouraging and guiding a student. Both parents and teachers are encouraged to contact the Home School

Coordinator at the first sign of a problem so it can be tackled before it is a major one. She also works with personnel from the Ministry of Human Resources as required by circumstance.

She helps the tutorial aide both in scheduling and planning work.

Altogether she works with about 125 students in four elementary school and two secondary schools.

For further information contact: Ms. Gwen Harry, Home School Coordinator, Squamish Band Office, Squamish, B.C. VON 3G0. Ph. 892-5166.

Squamish Indian Band, Squamish

Education Coordinator For The Squamish Band

(Coordinator, Band Operated, Elementary, Secondary)

The Band position has developed to oversee the other education workers who are paid by the district and to oversee education matters outside the schools. Squamish culture programs are also developed.

This person is responsible for the pre-school, post-secondary training, language program development and arranging speakers. Several courses such as pre-carpentry and on-the-job training courses have been set up on the reserve or in the area for band members. Students at campuses of Capilano College are monitored. The language program is starting small so it can grow strong. This year the pre-school children receive instruction.

The most visual of culture programs is the Native Art Program.

For further information contact: May Harris, Education Coordinator, Squamish Band Office, Squamish, B.C. VON 3G0. Ph. 892-5166.

Squamish Indian Band, Squamish

Native Art Program

(Indian Culture - Traditional, Art, Elementary)

A local native Indian artist with four years training at the Emily Carr School of Art has returned to the area and is teaching an art program in the elementary schools. He goes to each school once a week and gives one hour art lessons to the students. He also spends one day a week in North Vancouver schools. Scheduling makes it impossible for him to conduct a program in the high schools so he is developing a kit complete with slides and teacher's resource handbook which he hopes to introduce to the high school teachers so they can teach some native Indian art. This is a band funded program.

Recently Mr. Harry has been asked to teach native art classes in an adult education program in North Vancouver.

For further information contact: Mr. Rick Harry, Artist, Squamish Indian Band Office, Squamish, B.C. V0N 3G0. Ph. 892-5166.

School District #39, Vancouver

Native Indian Advisory Committee

(Indian Education Committee)

The Native Indian Advisory Committee was established in June 1982. It is chaired by the Deputy Superintendent, Dr. John Wormsbecker, and is made up of representatives from native organizations, Musqueam Reserve, district native programs, VESTA, VSTA, VSAA, (three teacher associations), related School Board consultants and coordinators, and U.B.C.

The role of the Committee is:

1. to provide an advisory role for the native Indian education programs in the district;
2. to provide a vehicle for regular, open consultation with native Indian parents, and native Indian organizations.

3. to seek funding for the implementation of native Indian programs in the district.

For further information contact: Dr. John Wormsbecker, Deputy Superintendent of Schools, School District #39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph. 731-1131 (ext. 241).

Musqueam Band, Vancouver

Home School Coordinator

(Home School Coordinator, Band Operated Project, Tutoring, Indian Language, Curriculum, Indian Culture - Traditional)

The Musqueam Band administers the positions of Home School Coordinator, a Native Tutorial Program, and Indian language development program, and an on-reserve pre-school. The Home School Coordinator is primarily a counsellor to Musqueam students. She is also a liaison between schools and parents as the need arises. The Home School Coordinator assists with a study-tutorial program for students who are having difficulty. Four evenings a week the Band Office is open for 1 1/2 hours to give students a quiet place to study.

Tutoring is provided by the Home School Coordinator and 3 native tutors employed by the Native Tutorial Program. The tutors work on a one to one basis with native students for one hour twice a week in the elementary schools. The tutors now receive on-the-job training; the Musqueam Band hopes to form a Native Tutoring Association which will function partially as a tutor-training program.

The Curriculum & Cultural Enrichment Worker is now in the final stages of compiling the lexicon of the Hungum-i-num language. After it has been proofread by the elders, the lexicon will be used to teach the language in the elementary schools.

The Band also employs a full-time Native supervisor/teacher and a native half-time assistant for the pre-school program. The pre-school enrolls three four-year-old children from the Musqueam Band, as well as non-native children from the local community. The Band also hopes to implement Hungum-i-num language teaching at the pre-school level.

The Band has future plans for developing a Cultural Resources Center, and a Parent Advisory Committee.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Betty Point, Home School Coordinator, Musqueam Indian Band, 6370 Salish Street, Vancouver, B.C. V6N 2C6. Ph. 263-3261.

School District #39, Vancouver

Native Indian Education Consultant

(Coordinator, Consultant, Elementary, Secondary)

This position has five major areas of responsibility:

1. to provide leadership for the school district's Native Education Program through implementation of Phase I of the School Board's long-range plan
2. to act as consultant to the school district as a whole. In this role the consultant provides in-service teacher training, attempts to increase teacher awareness of native issues, disseminates curriculum materials, and provides liaison with native resource persons
3. to provide support to existing School District #39 native Indian programs
4. to represent the Vancouver School Board on the Native Council (Ministry of Education) and the Council of Native Education Coordinators of British Columbia.
5. to act as liaison between Vancouver School Board administration and district Home School Workers and native Indian organizations in Vancouver.

For further information contact: Mr. Harry Janzen, Native Indian Education Consultant, School District #39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z9. Ph. 731-1131 (local 339).

School District #39, Vancouver

Kumtuks Alternate Program For Native Indian Students

(Alternative Program, Indian Studies, Language Arts, Counselling, Teacher Aide, Elementary, Secondary)

Statistical evidence of the high drop out rate of native Indian students has long been a concern of educators. The drop out rate is highest between grade 6 and 9. Kumtuks was established to retain students during these crucial years and to act as a bridge back into the school system. The program:

- upgrades basic skills
- focuses on native Indian Studies
- fosters pride and knowledge in the rich native Indian cultural heritage.

The objectives for students are:

- to develop sufficient basic skills to enable enrollment in an completion of a secondary school program
- to develop an understanding of the urban environment - its uniqueness and demands on people
- to develop the adaptive skills for successful survival in the urban environment
- to develop a positive self concept by emphasizing native Indian culture.

The staff at Kumtuks includes one teacher, one childcare worker and one teacher assistant.

The program is for students who:

- are between 12 and 15 years of age
  - show potential for academic or vocational growth
  - show evidence of attendance problems prior to attending Kumtuks
  - will benefit from a program emphasizing native Indian identity. The program is not intended for students who have a long history of destructive behavior.

Upon completion of a referral from the Kumtuks Childcare Worker contacts the home and explains the program. The student visits the school and indicates whether he or she wishes to attend. The Advisory Committee examines the application and makes the selection decision. The student may be placed on a waiting list. The Kumtuks Childcare Worker contacts the referring agency, the school and the student as to the decision. Referral is completed only after a successful three week trial period.

The course of studies includes the following:

English: reading, spelling, writing, vocabulary building, composition, listening - speaking skill

Mathematics: essentials of Math 8, General Math 9 program (tutorial program for additional help)

Science: anatomy, physiology of the human body, ecology and first aid.

Native Indian Studies: historical, geographic, anthropological studies of Indians of British Columbia and other parts of Canada (emphasis given to tribes represented in Kumtuks program); extensive use of native Indian resource people

Indian Arts/Crafts: beading, carving, Indian traditional art forms, design, leather work, etc.

Comparative Studies: examination of other ethnic cultures in Vancouver

Recreation/Physical Education: cycling, bowling, skating, swimming, athletics

Integration: students begin elective and academic courses at Templeton Secondary School.

One of the primary goals of the program is to integrate students into the secondary school at a level appropriate to their interests, age and ability. The strategies used to accomplish this goal are:

1. An assessment of the students readiness to integrate - based on attitude, committment and skills.

2. The support team for the student, consisting of a

Kumtuks staff member, the school counsellor, a native Indian school worker, classroom teachers and a social worker. The support team ensures that integration experiences are developed and monitored so that the student has the best chance for success.

3. An increasing amount of time spent by the student in the secondary school - depending on successful integration. This involves taking one course of the student's choice (an elective) at the secondary school, then two courses (an elective and an academic subject) followed by three courses and so on until total integration is achieved.

The Kumtuks Alternate Program is funded jointly by the Vancouver School Board (with 1.0 Special Approval), the Ministry of Human Resources and the First Citizens' Fund. The program operates under the administration of Templeton Secondary Secondary.

For further information contact: Mr. Rick Vulliamy, Teacher, Kumtuks Alternate Program, 727 Templeton Drive, Vancouver, B.C. V5L 4N8. Ph. 251-4525.

School District #39, Vancouver

Vancouver Native Indian Cultural Survival School

(Alternate School, Indian Culture - Traditional And Contemporary, Academic Skills Development, Elementary)

The program provides an accredited course of study for native Indian students, the core of which is native Indian history, culture, lifestyle and philosophy. The program:

1. will focus on the culture, history, values, traditions and lifestyles of Indian people
2. will encourage and develop a sense of worthwhileness, increased self-esteem and confidence in students and their identity as Indian people
3. will explore Indian community values, needs and decision-making process
4. will develop and encourage personal decision making, life skills and efficacy enabling Indian students to gain greater control over their lives

5. will assist the personal development of students through contact and counselling conducted by Indian Elders and other Indian people
6. will closely examine the values, traditions, history and contemporary events of non-Indian people in Canada and the world
7. will explore the local non-Indian community as it relates to Indian people.
8. strengthen and improves the academic and social skills of students
9. will develop educational skills and credentials leading students to better post-secondary career opportunities
10. will provide a forum in which students, parents and the community may plan, develop and implement programs, cultural events and activities of interest and importance to Indian people and their development.

The school currently operates in portable facilities at Brittania Secondary and accommodates students in grades 5-9. In future, the program will be expanded to encompass kindergarten through grade 12.

Within the self-contained classrooms, extensive use is made of native artists and cultural resource persons. Curriculum is designed to meet provincial standards while incorporating alternative subject matter. Curriculum development is currently underway or completed in the areas of Native Studies, language arts, math, sciences, physical education, and cultural arts.

The school is presently under evaluation by the Vancouver School Board. The evaluation consists of two parts:

1. An operational description of the 1982-83 school year.
2. An assessment of student achievement, attendance of opinion as well as a sampling of parent and teacher opinion.

For further information contact: Mr. Mike Warsh, Caroline Bugge, Vancouver Native Indian Alternate School, Brittania Secondary School, 1001 Cotton Drive, Vancouver, B.C. V5L 3T4. Ph. 251-4414.

School District #39, Vancouver

Outreach

(Alternate School, Academic Skills Development, Personal Development, Secondary)

Since 1973 Outreach has evolved to meet the needs of native Indian youth whose efforts in the educational mainstream have not met with success.

The program is largely an attempt to adapt the school setting to the special needs of Indian students involved in Vancouver's "street life". Outreach attempts to provide a learning environment which emphasizes, community cooperation and positive self-image while enhancing cultural identity and the student's sense of nativeness.

Specific goals at Outreach are to improve students' skills in math and English; to encourage personal and social development and personal responsibility; to foster awareness and cooperation of parents and community support personnel; to provide life skills development; and to provide a strong support system for students whose lives may be periodically disrupted; to facilitate student recognition of problems in everyday life and a variety of methods of solving these problems.

Students are referred to Outreach by school counsellors and administrators, social workers, probation offices, native courtworkers. Many come on their own initiative or on the advice of friends. Screening is fairly informal. The general criteria are 13-17 years old, native Indian and priority to those resident in Ministry of Human Resources Area 2. Students are asked to complete a simple questionnaire and a package of diagnostic tests is administered. Staff members make the final decision on admission.

Students are evaluated daily on their work, general work habits and overall performance. In addition students receive weekly and monthly feedback on their programs. Almost all student evaluation is criterion-referenced to reflect progress as opposed to deviation from the mean. Monthly progress charts enable students to evaluate their own progress. Formal quarterly written reports are also provided. Formal yearly evaluations are completed by the Ministry of Human Resources and the Vancouver School Board administration.

For further information contact: Mr. Vincent Gogag, Outreach, 320 East Hastings Street, Vancouver, B.C. Ph. V6A 1P3. 689-3211.

School District #39, Vancouver

Cultural Enrichment Program

(Academic Skills Development, Indian Culture - Traditional And Contemporary, Elementary)

The purpose of the program is to provide cultural enrichment and academic tutoring to native Indian students from kindergarten to grade 7. Specific objectives include:

1. to stimulate academic improvement through the medium of cultural enrichment materials and experiences
2. to raise the level of self-esteem and self-worth of native Indian students
3. to help teachers increase their awareness of native Indian culture and to help sensitize them to the various cultural differences
4. to effect liaison with parents of native Indian students, to encourage parents involved in the development of the project and to utilize them as resource people
5. to provide consistent liaison with a school based team, teachers and native Indian resources
6. to acquire further knowledge and information on the needs of the migrant, urban native Indian families
7. to develop in conjunction with a school based teams, a methodology for evaluating the project.

This is an in-school program for small groups of 3-5 children. Culturally relevant materials are presented for reading, discussion and study. Topics include the general history of native peoples in B.C. and Canada, native heroes, native art, dance and folklore. Listening skills, oral skills and writing and reading skills are stressed and developed through a cultural enrichment approach. Where deemed appropriate one-to-one tutoring programs are offered. Workers make consistent liaison with the student's teachers, counsellors, school based teams and families. The Cultural Enrichment Program is designed to stimulate academic improvement by using a medium which is very meaningful to native Indian students. An annual evaluation of the program is carried out by the school's administrators and the Vancouver School Board Department of Research and Evaluation.

The program is funded by the Ministry of Education and the Secretary of State and is sponsored by the Vancouver Native Indian Youth Advisory Committee.

The programs are presently located in five Vancouver elementary schools - Seymour, Britannia, Macdonald, Queen Alexandra and Nightingale.

For further information contact: Mr. Bob Thomas, Cultural Enrichment Worker, Brittania Elementary School, 1001 Cotton Drive, Vancouver, B.C. V5L 3T4. Ph. 253-4391. Nightingale Elementary School, 2740 Guelph Street, Vancouver, B.C. V5T 3P7. Ph. 876-5527.

School District #61, Victoria

Native Indian Student Learning Academic Program (NISLAP)

(Learning Assistance, Friendship Center, Elementary, Secondary)

NISLAP provides academic, social, emotional and cultural support to native Indian students in order that they may obtain the greatest possible benefit from the schooling experience. The program was developed with the support of the Victoria Native Indian Friendship Center and the Native Indian Education Commission and is funded by 1.0 Special Approval. The program employs one teacher for over 30 students whose needs may be of an academic, social, or cultural nature.

A general overview is designed for each student and specific objectives are carried out when possible. Students are referred by their classroom teachers, administrators, counsellors and parents. The program teacher completes most diagnostic testing of the native Indian children. She uses a wide variety of learning assistance techniques including individual and small group learning. The children attend daily for minimum half-hour blocks depending on need.

Verbal language, math and reading skills are stressed. The teacher uses the Department of Education recommendations for oral and written language (grades 1-7) as framework, which is enriched and made relevant by using a cultural medium in which native Indian resource people participate. Activities are designed to foster good self-concept. Areas for academic in math are directed by the classroom teachers.

A cultural program (history, art, language, current affairs, field trips) has been developed with the Friendship Center, Provincial Museum, native aides, local Band members and other sources and the teacher maintains close contact with the resource people there. An art course is presently offered to elementary students in George Jay Elementary School. An Indian artist provides two-hour sessions per week along with necessary materials.

For further information contact: Ms. Karin Clark, George Jay Elementary School, 1118 Princess Avenue, Victoria, B.C. V8T 1L3. Ph. 385-3381.

School District #61, Victoria

Native Indian Education Division

(Curriculum, Indian Language, Counselling, Teacher Aide, Indian Culture - Traditional And Contemporary, Art, Elementary, Secondary)

I. History of the Indian Education Commission/Council

The Victoria Indian Education Commission began as a response to the difficulties that Indian students faced in the public school system. The educational and cultural needs of the Indian students were simply not being met in the district schools, nor was there an organized body to assess those needs and assist in the development of programs to meet them.

In May 1979, the Victoria Indian Education Commission was formed as a result of an invitation by the Victoria local of the United Native Nations to the school district to establish a Commission representing the community and the trustees. This Commission led to the first systematic review and development of Indian education programs in Victoria.

In April 1982, the Victoria Indian Education Council, an elected representative body, succeeded the Commission. The principal goal of the Indian Education Council is to insure direct Indian community involvement in the policy and planning process for Indian education programs in School District #61 schools. The Council is composed of five selected representatives of the Indian community in the greater Victoria area and five appointed members (one School Board appointee and representatives from the four major tribal groups with students attending Victoria schools). Council meetings are held monthly at our District administration offices.

II. Philosophy of Indian Education

The Council's philosophy of Indian education may be described as a circle that encompasses all of life while aiming to develop greater self-understanding. Learning is a life-long, total process that takes place in classrooms, among families, in communities, and in the world at-large. Indian cultures and ways of living have always stressed the values of cooperation, respect for nature, community, respect for our Elders, and the unity of life. Indian cultures are life-circles because all parts are interconnected: the physical world with the spiritual world; the human world with nature; and the child with the Elder. The philosophy of education suggests that, in order for Indian people to be creative and realize their full potential as human beings, they must examine essential aspects of our cultures and of the world they live in.

III. Overview of the Indian Education Division, School District #61: Policy, Planning, Administration

In keeping with the philosophy of Indian education, the Indian Education Division is a "whole unit" that encompasses a variety of programs, personnel and program groups within the greater Victoria school district. Coordinated by the Indian Education Division, all "parts" work together in a supportive and complementary way to provide Indian education programs and services to Indian students in the district schools.

There are four main components of the Indian Education Division: the Indian Education Council, the Indian Education Division administrative coordinator, the Greater Victoria School Board, and the Senior District Administration.

The Indian Education Council defines program needs and general Indian education policy for the Indian Education Division. Its role is to provide guidance, direction, and support for our Indian education programs locally - and, when needed, provincial leadership and support as well.

The administrative coordinator of the Indian Education Division insures that the various parts of the Division are working together effectively as a "whole unit". The coordinator advises the Indian Education Council, the School Board and the senior administration on developments and needs in the district; she assists in the planning, development and implementation of programs and services; and she serves as a liaison between the Indian Education Council, the School Board and the senior administration.

The School Board and the senior administration provide the Indian Education Division with frequent reaffirmation of the District's commitment to the principles and practice of Affirmative Action in the Victoria schools.

Indian Education Division, School District #61: Schools, Programs, Support Services

The Indian Education Division of School District #61 coordinates Indian education programming to insure that students from different tribes, though attending different schools from the elementary level to high school, have equal access to Indian education programs throughout the school system. The various Indian education programs and support services provided in the schools of School District #61 are listed and briefly described below.

Elementary Schools - Blanshard, Craiflower, George Jay

-- The Native Indian Special Learning Assistance Program (NISLAP) promotes the development of a locally-based cultural curriculum to meet the special social, cultural and academic needs of the students. Special education teachers, teacher aides and Indian art instructors work together at the elementary level to assess problems and develop solutions.

-- Teacher Aides serve as invaluable role models for Indian students in our elementary schools. They assist in developing native curriculum content and their direct local contact with our people enables them to recruit Indian community resource-persons for involvement in many of our programs.

-- Indian teachers are now involved in the classrooms of 10 district schools. Given the number of non-Indian teachers in the school system, the Indian teachers are highly visible. Their high profile not only makes them role models for our students but encourages adult members of our Indian community in Victoria to view them as available, accessible and receptive resource-persons as well.

Shares Programs and Services - Elementary/Secondary Schools

-- Counselling services for the Indian students are provided through the district's School Support Services Department. While there are two counsellors with special Indian background and training, they are not separate from Support Services' general counselling group and students are encouraged to work with non-Indian as well a Indian counsellors. Counselling services are usually delivered through school-based teams composed of teachers, counsellors, and other professional specialists so that a broad perspective and diverse expertise are brought to bear on problems and their possible solutions. Counselling services are provided on an on-going basis in the elementary schools and on a consultative basis in the secondary schools.

-- Northwest Coast Indian Art Program. Students easily relate to and recognize Indian art as being "Indian". In the Northwest Coast Indian Art Program, students find a foundation which encourages them to learn more about Indian culture and society. This has had a positive effect on all of the Indian education programs in our district. Northwest Coast Indian art was traditionally taught by a 'master artist' through an apprenticeship system. In School

District #61 the Indian Art Program is similar to a traditional apprenticeship. The basic two dimensional art style is introduced to students in the elementary schools. From there students progress through a well-planned time-tested program until, by the time they reach high school, they are employing advanced three-dimensional techniques in their work. The importance of design basics is stressed at each level of artistic development; students are expected to meet acceptable artistic standards before advancing to a higher level of instruction.

-- The Native Indian Language Program was first introduced at S.J. Willis Jr. Secondary School, where the Kwakwala and Nuu-chah-nulth languages were taught. After two years of small enrollment at S.J. Willis, the program was transferred to Blanshard and George Jay elementary schools where it continued to experience difficulty. The present and future status of the language program is currently being reviewed.

Secondary School Courses - S.J. Willis Junior Secondary School

-- Native Studies. This course begins with the study of early migration theories, archaeology, and an overview of Coastal and Interior groups in B.C. It then focusses on the Northwest Coast Kwakiutl and Nootka, discussing traditional, social village and economic organization, Rites of Passage and the importance of ceremonial events. The latter part of the year covers five areas: the Pre-contact Period, the Fur Trade Period, Confederation and its Effect on Native People, Post-confederation (government legislation), and Traditional Indian Values in Modern Society.

-- Arts and Crafts - PROPOSED. This course is projected to run from September until January. It will introduce our students to the historical importance of many traditional art forms, as well as offer actual art demonstrations. There will be units on Button Blanket Making, West Coast Shawl Design, Chilkat Weaving, Cedar Bark Preparation, Basket Making, Drum Design and the significance of ceremonial dances and legends. Included in this series will be demonstrations on how model long houses are built and the extensive research involved in building these replicas. Students will be involved in learning and practising these various skills.

-- Contemporary Issues - PROPOSED. This course is projected to run for five months and will deal with current political, social and economic issues that affect our People today. The course will be divided into units on Housing, Health and Welfare, Education, the Indian Act, Land Claims, and a final section on Racism and Stereotyping. The course will aim to develop an awareness of the issues that affect Indian people in the 1980's.

Secondary School Courses - Esquimalt Senior/Shoreline Junior

-- Native Studies. The grade 10 Native Indian Studies Unit on the Culture, Geography and History of our Pacific Northwest Coast Indian People will provide an overview of Indian people who first lived in the Pacific Coast with a specific focus on the Songhees and Esquimalt Tribes of the Coast Salishan. The roots of Indian cultures studied will be emphasized through the exploration of their physical environment, social activities and history. The effect of contact with non-Indians will be a major part of the unit, especially in considering the question of Indian lands, the Indian Act and the Potlatch Law. Some current issues affecting relations between Indian People and appreciation of the culture and history of Indians will be promoted as a goal for both Indian and non-Indian students.

-- Indian Art. The Grade 11/12 Northwest Coast Indian Art Course will provide an overview of the art of our people with specific focus on the Kwakiutl, Nuu-chah-nulth and Coast Salish groups. The basic forms of the art studied will be emphasized through the exploration of the history and process of development. Current artistic disciplines will be promoted and students will be involved in the actual process of drawing, painting, silk-screening, printing, woodcarving etc. using the basic forms and employing traditional techniques.

-- The Native Student Union. The Native Student Union (NSU) is a club made up of students who wish to work together to gain the maximum benefits from their educational experiences. In the past the students were involved in activities such as salmon barbeques, cultural educational field trips, cultural activities in the schools, pot luck dinners, etc. The NSU is a great vehicle in setting up communication between the community, home and school. It also helps to bridge communication between the Indian and non-Indian students and staff. The members of the NSU are happier in their educational environment and, as a result, more apt to succeed in their educational pursuits.

Special Schools

A number of Indian students are now atterding Queen Alexandra Hospital, Eric Martin Institute and G.R. Pearkes -- special schools for the physically handicapped and mentally retarded. Many of these students have experienced culture shock in going from isolated areas with small schools to an urban setting with relatively large schools. Cultural uprooting, compounded by the problems of mixed marriages and drinking, have created emotional and psychological difficulties for these students and they have now started to appear in special schools. The Indian Education Division expects to work along with the special schools to meet the emotional, cultural and educational needs of the Indian students in Greater Victoria. This involvement should be underway within a year.

V. Conclusion

"The most important years of development for any new division are the first five, for thee are the years of primary growth and basic program definition." As the Indian Education Division, School District #61, enters its third year, staff, programs and curriculum development are in place. Our greatest need now is to secure the gains in Indian education that have been made while providing a strong foundation for expansion in the immediate future. The key to meeting this need for security and expansion is the active involvement throughout the province of other professional Indian educators. A provincial Indian Education Council, for example, would be a major asset to our Division by providing a means of communication and support aimed at the long-term development of Indian education in the district as well as throughout our province.

We look upon the next three years as critical for the long-term viability of Indian education in Victoria. Continuing support from the Greater Victoria School Board is essential; so too are real provincial initiatives in Indian education. Without both -- strong support in Victoria and provincially-oriented development - the progress made in School District #61 will be jeopardized. We will then find ourselves unable to keep up with the development of programs already in place and unable to plan effectively for the future. With both, however, we can look forward to the future with confidence in our ability to meet the educational needs of our people."

For further information contact: Ms. Marie Cooper, Director of Native Education, School District #61 (Victoria), P.O. Box 700, Victoria, B.C. V8W 2R1. Ph. 381-3212.

HAIDA

School District #50 (Queen Charlotte Islands), Massett

Queen Charlotte Island Readers

(Language Arts, Curriculum, Elementary)

This collection of 21 readers is intended to encourage reading through the use of materials relevant to the community and environmental experiences of Queen Charlotte Islands children.

The reading series targets grades 1-3 students and was written and illustrated by local people. Sight words and phonetic skills incorporated in the readers conform to the provincially recognized reading series. Dr. Jaap Tuinnan, Director, Graduate Program, Simon Fraser University, acts as reading consultant for the series.

For further information contact: Mr. Bill Roper, Superintendent of Schools, School District #50, Queen Charlotte City, B.C. Ph. 559-8471.

School District #50, Queen Charlotte Islands

Haida Studies - Elementary

(Curriculum, Indian Culture - Traditional and Contemporary, Elementary)

The Haida Studies Project incorporates local Haida history and culture with existing Social Studies curriculum for grades 1-7. Local Haida resource persons assist with instruction regarding unique art forms and cultural heritage.

Project activities are based on level-appropriate materials;

Primary levels:
- photographic materials 1880-present
- coloring, mapping, & activity identification

Intermediate levels:
- reading materials

Grade 4 - Sea and Cedar Lois McConkey

Grade 7 - Those Born at Kuna

John & Carolyn Smyly

- slide presentations, Q.C.I. muse
- regional geography
- video & filmstrip cassettes
- Haida language
- Haida art.

Project evaluation has been completed by the Queen Charlottes' Resource Center, recommendations for change noted and acted upon. Extremely favorable response has been generated among students and community.

For further information contact: Mr. Calvin Parsons, Tahaygen School, P.O. Box 290, Massett, B.C. V0T 1M0. Ph. 626-5572.

INTERIOR SALISH

Sxoxomic School Committee, Alkali Lake

Sxoxomic School

(Band Operated School, Indian Culture - Traditional and Contemporary, Indian Language, Elementary, Secondary)

The Sxoxonim School enrolls 109 students and employs eight teachers, two aides, a Home School Coordinator, three non-instructional staff and an Education Administrator.

The Band and people of Alkali Lake have determined a school philosophy that recognizes each person in the community as a unique individual with different experiences, skills and capabilities. The responsibility for education decisions are accepted by the people of Alkali Lake. Education should take place in the community and should involve the parents and guardians. It includes local history, geography, and culture.

Some specific divisions in the school are Nursery/kindergarten Shuswap Language and culture, Special Needs, Spots and Recreation, Arts and Crafts, Counselling.

Additional service components include Speech Therapy, Intramural Sports, Parent Involvement, Student Travel and Field Trip, Enrichment, kindergarten Auditory Program and Computer Programs for Senior Math and kindergarten.

For further information contact: Principal, or Freddy Johnson, Home School Coordinator, Sxoxomic School, Alkali Lake, B.C. V0L 1B0. Ph. 440-5646.

School District #21 (Armstrong Spallumcheen), Armstrong

Indian Education Program

(Curriculum, Elementary)

The Indian Education Program was introduced in January 1980. Its purpose was originally to provide a native Indian role-model and counselling through the introduction of a Home School Coordinator and to undertake the development of native Indian curriculum materials. The Home School Coordinator's position was not continued when the original person returned to university.

The project now splits the 1.0 Special Approval funds between support for the Okanagan Tribal Education Committee, Joint Committee of the Okanagan Indian Curriculum Project (now extended to a fourth year of development) and local curriculum development plus distribution and implementation of local and the Joint Committee's curriculum materials.

Over a six month period in 1980, a kit was prepared by a local Curriculum Committee. This kit supplements the grade 4 Social Studies provincial curriculum as it examines the culture and history of the local Okanagan and Shuswap peoples. The kit is used in elementary grades other than grade 4 to enlarge the student's knowledge of their home area. Pictures, miniatures, realia, artifacts, work cards, teacher guides are included in the kit.

Implementation of the materials was effected through means of workshops for the teachers to introduce them to the contents of the kit and to suggest ways and times of use. The Okanagan Committee materials are also in use in the schools. High school material will be available in September 1983.

See the separate listing for the Okanagan Indian Curriculum Project under "Okanagan".

For further information contact: Mr. John Ross, Superintendent of Schools, School District #21 (Armstrong Spallumcheen) P.O. Box 430, Armstrong, B.C. V0E 1B0. Ph. 546-3031.

North Thompson Indian Band, Barriere

Home School Coordinator

(Home School Coordinator, Band Operated, Elementary)

The Home School Coordinator position is a half-time position funded by the Band, to serve as a special counselling resource person for Indian students and adults attending any educational institutions in the area.

The duties, from the Job Description are:

1. communication with student, teacher and parents.
2. counselling students on a regular basis to support and encourage.
3. initiate Parental and/or Indian involvement, to develop more community involvement in the school.
4. act as a resource person to the schools, the Band, DIA, parents, and Indian organizations.
5. research and development of ideas and projects.

The Home School Coordinator is not a truant officer or a spare teacher. Role is as a catalyst, not leader. Objective is to improve educational opportunities for native Indians. The aim is an improved total learning experience for Indian students.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Home School Coordinator, North Thompson Indian Band, Chu Chua, Box 220, Barriere, B.C. V0E 1E0. Ph. 672-5858.

School District #30 Cache Creek

Indian Education, Cache Creek Elementary School

(Teacher Aide, Learning Assistance, Tutor, Counselling, Elementary)

Funds provided by the Ministry of Education support one native Indian teacher aide position. This learning assistance oriented position provides academic support, on a one-to-one basis, to native Indian children who are experiencing academic difficulty.

An Indian Tutor Program, designed to assist and encourage students, as well as provide a positive study environment, operated until it was recently cancelled owing to programming difficulties.

Canada Employment and Immigration Commission funding supported a teacher aide position until April 1981.

A Development/Preventative Counselling Program has, in the past, provided career orientation as well as problem solving and motivational strategies to Cache Creek students. This program, operational until June 1982 was terminated by school district decision.

Evaluation of School District #30 programs is the joint responsibility of school district personnel and the Bonaparte Indian Band.

For further information contact: Mr. Norm Vennard, Principal, Cache Creek Elementary School, P.O. Box 128, Cache Creek, B.C. V0K 1N0. Ph. 457-6248.

Canim Lake Indian Band, Canim Lake

Canim Lake Elementary Alternate School

(Band Operated, Alternate School, Curriculum, Indian Culture - Traditional And Contemporary, Tutor, Elementary, Secondary)

Canim Lake Elementary School is an on-reserve band operated education project. It is administered by the Canim Lake Band through an elected education authority. The objective of the school is to provide a better learning environment for the children of the Canim Lake Band who have experienced problems with the regular school system.

The school adheres to the provincial curriculum, but utilizes cultural infusion, thereby adapting the curriculum to the students' cultural identity. The school utilizes community resource persons to assist a teacher from the community with instruction in tanning hides and in animal studies. At the high school level, on an intermittent basis, a local Indian point of view is given towards subjects. The school also utilizes community members for special tutoring, on a one to one basis with students. Canim Lake Elementary also accepts secondary students in an alternate program. Future plans include developing an adequate format for teaching the Shuswap language on a regular basis, in addition to creating a more formally structured Indian content outline.

The principal, in conjunction with the education authority, plan to conduct a formal evaluation of the school and the teachers. At present, basic methods of project evaluation include the use of the Canadian Test of Basic Skills and regular student school reports. Further project evaluation will be based on the Education Committee's philosophy of education goals.

The school's sources of funding include monies from the Department of Indian Affairs and the local School District. The School District #27 funds the secondary component of the school. The school enrollment totals 104, including 43 high school students in the alternate program. The school's staff consists of one principal and four full-time teachers.

For further information contact: The Principal, Canim Lake School, P.O. Box 2230, 100 Mile House, B.C. V0K 2E0. Ph. 397-2333.

School District #27 (Cariboo-Chilcotin), Canim Lake

Canim Lake Secondary Alternate School

(Alternate Program, Secondary)

This alternate program is funded by the Indian Education Branch of the Ministry of Education. The program began in September 1978. The purpose of the program is to provide re-entry into/or alternatives to the mainstream especially for drop outs and borderline students. The Education Committee of Canim Lake Reserve, concerned with the problems of dropping out, in consultation and with the assistance of School District #27, has designed a program which both encourages students who have difficulty, to persevere and enjoy learning and at the same time welcomes young people who have dropped out to return and complete a general high school program.

The program began in September 1978 and by 1983 almost 90% of the students of this age group attended this alternate school.

The criteria for acceptance into this program has been:

- (a) students experiencing difficulty in the school system,
- (b) students who have dropped out and wish to complete their high school.

There are about 30 students in one classroom with a teacher and a teaching assistant. Students are on individualized programs. 15 students are on a junior high program, grades 8-10. These students study Shuswap, English, Social Studies, P.E., Art, Mathematics and Science. The students are enthusiastic about learning and have not dropped out. Five students have progressed to senior high school, having completed some years at Canim Lake. Most of the older students go to 100 Mile House to senior high school. The teaching assistant works one day a week in that school and thus is able to follow the students' progress and offer encouragement and continuity.

For further information contact: Sister Mary Alice Danaher, Teacher, Canim Lake Secondary Program, Canim Lake Reserve, P.O. Box 38, Canim Lake, B.C. V0K 1J0. Ph. 397-2541.

Spallumcheen Indian Band, Enderby

Spallumcheen Band School

(Band Operated School, Curriculum, Indian Language, Indian Culture - Traditional And Contemporary, Counselling, Teacher Aide, Tutoring)

The Spallumcheen Band School started as a pre-school which flourished as the Band assumed more control. The school has been administered by the Band since 1977. They now have a new building and will be having a contest to name the school. The school receives funding through the Master Tuition Agreement.

The main objectives are to improve the children's standard of education and to reverse the problems of failure experienced by the children who have attended the public school system. Another aim is to prepare the children to experience success when they re-enter the public school system.

The school implements a band developed curriculum which is parallel to the provincial curriculum; it encompasses elementary but there are plans to develop the curriculum to the secondary level. The Shuswap language, which is developed locally by the curriculum worker and a linguist, is taught in the school at least twice a week. Instruction occurs in an open area, and some of it is based on the traditional way of life. There is an emphasis on active participation in and out of the classroom. Students participate in the fishing activities and berry picking during these seasons. Children have the option to attend either school. The teachers also have a counselling role in that they try to help the children with socio-emotional problems such as drug and alcohol abuse or other difficulties which may prevent learning. Student evaluation is similar to the public system's methods of evaluation, but in a less formal, more positive manner. The teachers utilize report cards and parent-teacher meetings. The school attempts evaluation of the program by maintaining contact with the local school district and being aware of similarities. The Education Committee has attempted to obtain funding for a formal evaluation but to date the funding has not been available. The school currently enrolls 20 students; enrollment fluctuates, depending on the apple harvest in the valley and other seasonal activities. For 3 days a week, six to eight children attend the pre-school, which is part and parcel of the Band school. At present, enrollment consists of pre-school and K-5 children. The school employs two full-time teachers and several part-time teacher aides. The number of teacher aides needed depends on the nature of the activities, but usually there are 2-5 employed on various occasions. There are also native teachers tutoring in the junior high school, who are employed by the school district.

For further information contact: Ms. Jean Brown, Spallumcheen Indian Band Office, Enderby, B.C. V0E 1V0. Ph. 838-6496 (local 12).

School District #24, Kamloops

Indian Education Consultant

(Coordinator, Consultant, Counselling, Assessment, Elementary, Secondary)

This position began in 1969 and is administered and funded by the Kamloops School District #24. This is a service for native Indians within the Kamloops area, including those students who attend school from the seven surrounding bands. The responsibility has changed from coordinating projects to project assessment and consultation with groups to encourage them to evaluate their own program development. Groups are also encouraged to develop problem solving skills and to focus on objectives. There is also a responsibility to stay abreast of recent trends and directions in Indian education. The consultant responds to both the native Indian people in the Kamloops area and the communication between the Native people and the school district personnel. The major portion of the Indian Consultant's time is spent in counselling native Indian students.

For further information contact: Mr. Joe Michel, Indian Education Consultant, Special Services Office, School District #24 (Kamloops) 1280 - 9th Avenue, Kamloops, B.C. V2C 3X4. Ph. 372-7788.

School District #24, Kamloops

Indian Native Indian Teacher Aides

(Teacher Aide, Learning Assistance, Tutoring, Indian Language, Indian Culture - Traditional, Elementary, Secondary)

The purpose of this program is to improve native students' achievement and participation at school and give learning assistance to native Indian students. Problems of identity, socialization and learning are addressed. Duties conform to the regulations for auxiliary personnel set by the B.C. Teacher's Federation.

Informal evaluations of the programs consider the level of acceptance of native Indian Teacher Aides by school staff and students and indications of overall improvements made by native Indian students. Funding is provided through the Indian Education Branch of the Ministry of Education. Aides have been assigned to these schools as follows:

Haldane Intermediate School (Chase)
A half-time native Indian Teacher Aide works mornings with all students in the learning assistance area. She helps students to follow through with directions and does marking. She gives one-to-one and small group tutoring. She does supervision duty at recess and at noon. Her support, warmth and friendship is available to all native Indian children enrolled - approximately 50 from the Neskainlith, Adams Lake, and Little Shuswap bands. She has developed a close relationship with these children which is an extension into the school of her rapport with the children on the reserve. She meets with the Coordinator of Indian Education weekly. Her input is contributing to laying the groundwork for future native Indian curriculum development, program modification and a Shuswap Language Program.

For further information contact: Ms. Iris Jules, Haldane Intermediate School, P.O. Box 380, Chase, B.C. V0E 1M9. Ph. 679-3269.

Lloyd George Elementary School
The native Indian Teacher Aide performs regular Teacher Aide duties and works half-time as an aide to the special class youngsters. She works with both Indian and non-Indian students so as not to discriminate among them, as she would by providing a special service to Indian children alone. She makes major contributions to the Annual Indian Culture Day by coordinating resource people. A fair is held with booths and events which feature Indian participants, crafts and activities. Teachers may precede or follow-up the event with in-classroom activities. All published resource materials pertaining to the Salish Indians are available in the school. The purpose of the fair is to increase staff awareness of the local native Indian culture and promote positive self-identity in the Indian students.

For further information contact: Ms. Violet Johnson, Lloyd George Elementary School, 830 Pine Street, Kamloops, B.C. V2C 3A1. Ph. 374-4174.

Ralph Bell Elementary School
The purpose of this position is to provide a positive role model to native Indian students and motivate reluctant students. The teacher aide's role includes: (a) Supervision duty; (b) individual and small group assistance with spelling, phonics and math; (c) making lesson aids; (d) marking.

She tends more often to work with native Indian children. For example, she assists all the native Indian learning assistance students. As many families on reserve are without telephones, she acts as a liaison officer by making home visits at the request of the Principal regarding health and attendance problems. She has continued in this position since 1976.

For further information contact: Ms. Lena Chenoweth, Ralph Bell Elementary School, 1976 Valleyview Drive, Kamloops, B.C. V2C 4B8. Ph. 372-7795.

John Peterson Junior Secondary School
A native Indian Teacher Aide shares her time between John Peterson Junior Secondary School and Ralph Bell Elementary. Her duties at the Secondary level are as follows:

a. regularly checks Indian attendance, conduct and performance: reports frequent absenteeism to the Home School Coordinator, and monthly to School Administration
b. counsels native students if having problems at school, works as a liaison between student and teacher, sets up parent-teacher meetings
c. refers problems to the Home School Coordinator if native students are having difficulties that are stemming from the home
d. consults regularly with Special Services, Home School Coordinator and Native Indian Friendship Centre and attends regular Social Services meetings
e. in the spring, brings in a few of the old native people to demonstrate some native arts and crafts
f. has own room where students meet, read, and discuss

For further information contact: Ms. Lena Chenoweth, John Peterson Junior Secondary School, 1390 - 9th Avenue, Kamloops, B.C. V2C 3X5. Ph. 374-1458.

Barriere Elementary And Secondary Schools

A native Indian teacher aide shares her time 1/2 day at Barriere Elementary, 1/2 day at Barriere Secondary. Her duties at Barriere Elementary are as follows:

a. checks performance of native students;
b. works on a one-to-one basis or in small groups with native and non-native students who require extra drill in specific areas such as language arts and mathematics;
c. works with grade 4 teachers on Native Studies with native people as resource people to show their artifacts or demonstrate handicrafts such as beadwork, birch bark baskets and buckskin.
d. works closely with the Special Education teacher to assist students with special needs;
e. spend one hour per day in the kindergarten classroom;
f. assists in Primary Language Arts in each of the three primary classes;
g. helps prepare math work packages for students to take home, especially native students;
h. works closely with social workers and Home School Coordinator;
i. does regular teacher aide tasks.

At the Barrier Secondary level her duties are as follows:

a. checks Indian attendance regularly;
b. checks on conduct and performance of native students in their classes;
c. counsels native students if having problems at school; works as a liaison between student and teacher;
d. works closely with school counsellors;
e. does one-to-one work with students under the direct of the Learning Assistance teacher;
f. works closely with Human Resources counsellors and Home School Coordinator;
g. refers problems to Home School Coordinator if native students are having difficulties that are stemming from the home;
h. attends Social Services meetings every month at the secondary school.

For further information contact: Ms. Debbie Ross, Barriere Elementary School, P.O. Box 250, Barriere, B.C. V0E 1E0. Ph. 672-9916.

ChuChua Elementary School
An Indian Teacher Aide is employed a half a day per week. Her duties vary from week to week as follows:

a. checks performance of native students,
b. drills students with flash cards, etc.; reads stories to primary students; listens to oral reading; plays learning games with children; dictates and marks spelling; helps students with seatwork;
c. helps with arts and crafts, aids with Christmas concert, assists in P.E. skill development.

The Native Language Program has been suspended indefinitely.

For further information contact: Ms. Debbie Ross, ChuChua Elementary School, Barriere Elementary School, P.O. Box 250, Barriere, B.C. V0E 1E0. Ph. 672-9916.

Kamloops Indian Band, Kamloops

Pre-school and Kindergarten

(Band Operated Project, Primary, Pre-school, Day Care, Home School Coordinator, Curriculum Development)

The Kamloops Indian Band has operated an on-reserve nursery for approximately 15 years. At present, eight children from the Band attend the nursery. The nursery employs one qualified full-time teacher and one full time teacher aide, both are native Indian. In addition, a day care service situated at the Kamloops Indian Residential School, which is partially band operated and subsidized, is provided for native and non-native children who are from 18 months to 5 years old. The day care service is further subsidized by tuition paying parents.

Up to September 1982, the Band also operated a kindergarten. The kindergarten is now incorporated into the Seklep Primary School program which the Band established with School District #24. The school is described in a separate report.

The Band also maintains a library which has operated on the reserve since 1975 in conjunction with the Cariboo-Thompson-Nicola Library System. This relationship was established to bring the library closer to people, so that students have access to it which will thus help to improve their academic skills.

For further information contact: Deina Jules, Home School Coordinator, or Mannie Jules, Kamloops Indian Band, 315 Yellowhead Highway, Kamloops, B.C. V2H 1H1. Ph. 372-9575.

Kamloops Indian Band, Kamloops

Seklep School

(Joint Project, Kindergarten, Elementary)

Seklep School is a joint project of the Kamloops Indian Band and School District #24. The school began in September 1982. The main objectives of the school are cultural and academic enrichment.

The school encompasses grades K-2 and is taught by a qualified native teacher who is also Shuswap. The school is administered by the school district through Lloyd George Elementary School. Funding is provided by the school district from Master Tuition Agreement funds. The Education Committee of the Kamloops Indian Band is a significant part of the decision making process for curriculum.

The school presently enrolls 17 native students and will enroll non-native students up to 25% of the school population. Plans are being prepared to enroll grade 3, 4, and 5 pupils in September 1983.

The school adheres to the provincial curriculum and students often attend functions at Lloyd George Elementary.

Field trips occur both within and outside the community, for example, a visit was made to the Adams River salmon run near Chase in the fall of 1982.

There are plans to incorporate Shuswap language into the curriculum as well as aspects of Shuswap culture, some of which will be taught by the elders.

For further information contact: Mr. Joe Michel, Indian Education Consultant, Special Services, School District #24, 1280 - 9th Avenue, Kamloops, B.C. V2C 3X4. Ph. 372-7788; or Ms. Mannie Jules, Kamloops Indian Band, 315 Yellowhead Highway, Kamloops, B.C. V2H 1H1. Ph. 372-9575.

Lytton Indian Band, Lytton

Education Coordinator, Assistant Education Coordinator, Pre-school

(Coordinator, Home School Coordinator, Pre-school, Elementary, Secondary)

These positions were created to monitor and improve the quality of education of Indian students in the schools. Two very capable women fill the positions at this time.

One of the first tasks was to improve attendance and health through counselling and home school coordination. A period of extensive communication between the teachers and the parents and the health workers, teachers and parents was challenging to the Education Coordinator - Home School Coordinator but as the attendance of the students has improved there appears to be less conflict between the students and the school curriculum.

The pre-school for Indian children has been incorporated into the pre-school-kindergarten program at the elementary school. The pre-school is still administered by the Band and staffed by three band members; two aides and a teacher. This program provides a positive start for the children involved and it demonstrates the efficiency of a local, community school project.

A teacher assistant training program has eight trainees working in the schools and completing workshop training and academic upgrading. The Education Coordinator was largely responsible for arranging the program with the School Board and the university, gaining acceptance for the program by the teachers and administrators, and for encouraging and prodding the participants so they continue in the face of formidible odds (time required for courses, coping with family responsibilities as well as a job, studies, and finances).

The curriculum development project is in process, another program instigated by the coordinator and the review action committee. The Assistant Education Coordinator has been developing the materials for the Plant Identification and Use part of the curriculum.

There are 230 students in the Lytton band attending Lytton schools, community colleges and university. All these students receive support and encouragement from the two coordinators.

The positions are funded by the Band from grants from the DIA.

For further information contact: Ms. Linda Williams or Jennifer Brown, Education Office, Lytton Indian Band Office, Box 20, Lytton, B.C. V0K 1Z0. Ph. 455-2455.

Lytton Indian Band, Lytton

Curriculum Developer

(Curriculum, Indian Culture - Traditional and Contemporary, Elementary, Secondary)

1. Curriculum Developer

This position is an 11 month job for 1982-83. The goal of the project is to increase the amount of Thompson culture in the Lytton schools through the production of professional quality materials. A person well acquainted with the area and its people, and well qualified professionally was hired to work with the Education Coordinator and the native teacher assistants to produce locally based curriculum materials that could be integrated with existing curricula.

The first task was to review and evaluate the materials that had been already developed in Canada in other native Indian curriculum projects and to review local, accessible resources.

As the Thompson Language Program was already operating in the school some teaching aids, puppets, alphabet books, vocabulary booklets were created. The teaching assistants and curriculum developer worked together on these materials.

Three future major projects for the year will be:

a) to develop a Thompson strand of curriculum that can be easily integrated into the provincial guidelines for elementary social studies This will include a written outline (already prepared) plus picture sets utilizing historical photos from the provincial museum and other aids.
b) to develop a practical and well documented outdoor education program. Local plant identification and use, animal tracking and use after successful hunting, shelter building, plus orienteering will be incorporated into the program.
c) to develop a unit for the teaching of legends, tapes, books, puppets, teaching aids and suggested units of study will be assembled.

For further information contact: Ms. Jennifer Murphy, Education Office, Lytton Indian Band Office, P.O. Box 20, Lytton, B.C. V0K 1Z0. Ph. 455-2455.

Lytton Indian Band, Lytton

Teacher Assistant Training Program

(Teaching Assistants, Elementary, Secondary)

This program began in the fall of 1981. There were eight trainees, a program coordinator, Nonie McMann, and the Education Coordinator working together with the teachers and administrators of the two schools. Initial reluctance on the part of the school staffs was gradually overcome as the assistants worked in the classrooms half days and studied teaching methods and content in the afternoons. The program included workshops on child development, teaching methods, content material for the school curriculum, school government and use of media materials including video equipment. Joint workshops, constant contact and negotiations between schools and the training program by both coordinators and school staff occurred.

Not all the initial members of the trainee group continued into the second year of the program but new trainees have filled up the vacant spaces. The second year of the program is an extension and adaptation and expansion of the first year. In the high school, the trainees are taking on a role of individual student tutors and counsellors, each trainee working with several students. In the elementary school the trainees work in the more traditional role recognized as teacher assistant. The Education Coordinator's work this year has been arranging for visiting workshops through the field development office of U.B.C.

The teacher assistants have prepared a number booklet and an animal booklet for the Language Program. They have worked with the curriculum developer preparing other teaching aids. They have made initial contact with elders of the band and hope to record many legends and stories about the past of the Lytton Indian band.

For further information contact: Ms. Linda Williams, Education Coordinator, Lytton Indian Band, Lytton Band Office, Box 20, Lytton, B.C. V0K 1Z0. Ph. 455-2455.

School District #30 (South Cariboo), Lytton Band, Siska Band, Lytton

Lytton Review Action Committee

(Joint Project, Indian Education Committee, Elementary, Secondary)

A Joint Committee of the Lytton area Indian Bands and the South Cariboo School District was established in the fall of 1980. The Committee was originally funded jointly by the Department of Indian Affairs through the Bands and the School District. It is now funded by the band.

The purpose of the Lytton Review/Action Committee is "to determine how well the current education system is meeting the needs of Indian children attending Lytton schools so the Band members as well as other parents can be more aware of the existing educational system, its strengths and weaknesses, as a basis for consideration of developing improvements and alternatives for the future".

The committee has developed a plan of action. The first phase has do with determining the educational goals of the Indian community in the Lytton area and determining the educational status the students with particular reference to the native Indian students. The committee employed three band members to interview parents, older students, and other interested people to determine and discuss their goals for education. The committee held workshops and meetings for band members to learn about other education projects and to learn what is possible and feasible in education as well as to discuss the results of the interviews. Visits were arranged for band members and teachers to visit other Indian education projects in the province. The two schools in Lytton have developed a series of goals and objectives for the children in their schools with particular reference to the native Indian students. The education status of the student was analyzed by a consultant from the University of British Columbia. Of particular interest was achievement test data, grade placement, absenteeism and mobility. The teacher assistant training program and the curriculum development project, new programs in the high school, and re-organization in the elementary school have occurred following the study.

For further information contact: Ms. Doreen Samson, Chief, Siska Indian Band, Siska Band Office, Lytton, B.C. V0K 1Z0. Ph. 455-2441; or Ms. Linda Williams, Education Coordinator, Lytton Indian Band, Lytton Band Office, Box 20, Lytton, B.C. V0K 1Z0. Ph. 455-2455.

School District #30 (South Cariboo), Lytton

Lytton Elementary School Developmental Programming

(Learning Assistance, Kindergarten, Elementary)

The purpose of the program is to provide extended readiness to beginning Indian pupils and increased learning assistance to all Indian students enrolled in the school. Indian students have demonstrated a different set of strengths and weaknesses than the non-Indian students and require this special attention.

Kindergarten students are screened by a battery of tests administered by their teacher. Extended readiness activities and gross motor exercises and other activities are designed. There is extensive use of manipulative materials for concrete operations.

The Learning Assistance teacher usually works directly in the classroom in order to minimize stigmatization. She also assists the classroom teachers in designing activities for individual children.

The Resource Center within the school has an extensive library of Indian-content material. A committee of teachers has been organized to collect materials as they apply to the various curriculum subjects.

The school provides a developmental counselling program similar to the 1980/81 Social Studies curriculum guide outlining interpersonal reaction skills for K-12. It aims to facilitate identity awareness, good self-concept and peer relations. As a result, inter-cultural conflicts and discipline problems have been reduced.

For further information contact: Mr. David Elmore, Principal, Lytton Elementary School, P.O. Box 219, Lytton, B.C. V0K 1Z0. Ph. 455-2215.

School District #30 (South Cariboo), Lytton

Thompson Language 9 And Indian Studies 10

(Indian Language, Indian Culture - Traditional And Contemporary, Secondary)

These programs are designed to instruct students in the Thompson language and develop an awareness of Lytton's Indian history and culture. Since as much as 95% of the Lytton band uses English as a first language, a language program developed by Mr. Mamie Henry is taught in the school. Funding is supplied by the Ministry of Education by Special Approval and augmented by the Lytton Indian Band.

Major topics which may be covered during Indian Studies 10 are:

- native foods, fishing, tanning, native food gathering, dip net production, beading and carving, Indian rights, Indian anthropology, Indian history, Indian dancing, craft material collection, other crafts, traditional games, The Indian Act and Native Land Claims.

Band input and local resource persons directly influence program implementation and play a major role in program evaluation.

For further information contact: Mr. Bob Grahaer, Teacher-in-Charge, P.O. Box 10, Lytton, B.C. V0K 1Z0. Ph. 455-2328.

School District #30 (South Cariboo), Lytton

Content Area Reading Program, Kumsheen Secondary School, Lytton

(Academic Skills Development, Language Arts, Secondary)

The basic goal of this program is to help students use "text" as a process tool in learning. The reading demands of a high school confront students with sophisticated concepts, complicated language and unfamiliar terminology, quite different from the controlled reading material and familiar concepts of elementary reading experiences. New strategies and approaches are needed.

Phase I (1981-82). Students were tested and observed. Library habits were investigated. Readability of books was determined. After staff discussions of the findings, new alternate materials were ordered and a school wide USSR program was initiated.

Phase II (1982-83). The study Skills program was designed with active cooperation from the English Department. It has become an integral part of the Grade 8-10 English program. Skills and strategies taught include: activating and refining predictions, maintaining and varying focus, interrelating ideas, self questioning, separating relevant and irrelevant information, recognizing relationships, etc.

Phase 3 (1983-84). Strategies are to be integrated across curriculums and grades. The whole staff will be involved in teaching study skills and in assisting students to transfer reading skills to content areas.

Evaluation of student progress is through use of retests on standardized measures, observation, marking assignments emphasizing process as well as product. The district Director of Instruction has observed the program.

The project is funded by a Special Education Grant 502.3(e).

About 75 students participate in 1982-83. Three teachers share the teaching load, one of whom coordinates and assists as part of her responsibility as support staff.

For further information contact: Sharon Smith, Kumsheen Secondary School, P.O. Box 60, Lytton, B.C. V0K 1Z0. Ph. 455-2328.

Nicola Valley Indian Administration, Merritt

Indian Education Coordinator

(Coordinator, Counselling, Elementary, Band Operated, Secondary)

The Education Coordinator for the Nicola Valley Indian Administration is a full-time position funded by the Nicola Valley area Bands. The Education Coordinator is responsible for the administration of the education budget of the Nicola Valley Indian Administration. This includes in-school projects, Home School Coordinators, curriculum development, cultural education center, two band operated kindergartens, the administration and implementation of the Nicola Alternate School, in addition to the maintenance of student support allowances, Teacher Aides, and programs at the adult levels. In addition the Education Coordinator is expected to liaise with the School District, Cariboo College (particularly through the Cariboo College Indian Advisory Committee), federal programs, and the education components of the various Indian organizations and groups. The Education Coordinator is to serve the native people of the Nicola Valley area.

This position was first filled by Robert Sterling. His wisdom, foresight and dedication developed native Indian education programs throughout the Nicola Valley. We remember him as a model educator.

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Home School Coordinators

(Home School Coordinators, Elementary, Secondary)

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Native Support Program

(Tutoring, Counselling, Curriculum Development, Secondary)

The Band provides funding for two Native people as Native support workers in the secondary schools. These Native support workers provide tutoring, counselling and materials development for the Native children and for the teachers in the secondary schools. The positions began in January 1981 and are an attempt to emphasize the in-schools component of the duties of the Home School Coordinators. While the Native support workers do some liaison with parents and outside of the school, their prime responsibility is within the school. Each Native support worker has an office and takes referrals from the teachers and the counsellors. The Native support worker may work directly with the teacher but usually works directly with the students. In the materials development aspect of their work, the Native support workers are working towards cultural infusion into the Social Studies and Art courses. The Native support workers are under the direction of the bands in the cultural infusion aspect of their work.

For further information contact: Mr. Clarence Tiffenback, Special Education, School District #31, Merritt, B.C. V0K 2B0. Ph. 378-5131.

Nicola Valley Indian Administration, Merritt

Research

(Coordinator, Curriculum, Research, Band Operated Project)

Robert Sterling, in his role of Education Coordinator, over the last three years carried out some research into various aspects of education for the Native people in the Valley. His report is entitled, "A Survey of the Learning Environment for the Indian Communities of the Nicola Valley". The survey is an examination of the changes in adjustment to modern living and the degree to which the people have maintained their traditional cultural values. The survey involved questionnaires and interviews with teachers, Native parents and Native students. The survey is an extensive study of the many conditions related to education, as well as a thorough analysis of the views held by the various Indian people in the Valley. It is not possible to provide copies of the survey outside of the Band at this time. Specific questions may be forwarded to the Acting Education Coordinator.

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Teacher Aides

(Teacher Aide, Kindergarten, Elementary, Secondary)

The Band provides for five Teacher Aides in the schools of the Merritt area. Four of these aides are in the elementary grades and one is at the kindergarten level. These aides are usually attached to remedial and learning assistance programs to provide general support to teachers. The aides do not provide specific native Indian content in their work but are considered to be support staff to enable children with learning difficulties to progress at a satisfactory rate.

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Kindergarten

(Kindergarten, Band Operated)

The Band operates two kindergartens in the Nicola Valley area. The first is the Spahomin Kindergarten. The kindergarten is band run and has a certified teacher who is native Indian. The kindergarten has operated since 1974 and it is located at the Douglas Lake Reserve east of Merritt. The kindergarten occasionally involves small numbers of non-Indian children from the nearby Douglas Lake Ranch if there is room.

The second is the Shulus Kindergarten. The Shulus Kindergarten was built by the Department of Indian Affairs and is now run in cooperation with them. The kindergarten has a native Indian teacher who is provincially certified. This kindergarten takes some non-Indian children when space is available. The Shulus Kindergarten is a little larger than Spahomin and has a teacher aide as well as a system of parent involvement to provide assistance in some way throughout the year. This kindergarten has been operating since 1974 on the reserve. The kindergarten teacher works very closely with the local School District #31 particularly in the development of the reading readiness program.

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Nicola Valley Cultural Education Center

(Indian Culture - Traditional and Contemporary, Curriculum, Band Operated)

The Nicola Valley Indian Administration has begun development of a Cultural Education Center. At present the Cultural Education Center has one native Indian teacher working full-time. She is concentrating on the collection of traditional information, organizing and transcribing it and, in other ways, preparing if for later use as the raw material for curriculum development. The Cultural Education Center is funded through the bands by a grant from the cultural education division of the Department of Indian Affairs .

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

Nicola Valley Indian Administration, Merritt

Nicola Valley Alternate School

(Band Operated, Alternate School, Secondary)

The Nicola Alternate School is a Band operated three year program catering to student dropouts aged 10 and over whose history of school performance and community involvement clearly demonstrates a practical inability to cope with and meet the demands of realistic Canadian adulthood, on or off-reserve. The program is coordinated by one trained person and implemented by a consecutive series of instructors teaching in an integrated day format and a series of blocks. Year One contains a minimum of academic literate activity and a maximum of practical instruction that will prepare students generally for parental, community, employment and personal adulthood. Years Two and Three (optional) will decrease the practical approach and increase the academic literate approach to prepare students for a return to either public school or training.

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. V0K 2B0. Ph. 378-4235.

School District #31, Merritt

Primary Adjustment Classes

(Learning Assistance, Language Arts, Math, Elementary)

This program is designed for children who may require extra help to succeed in their first two years of school. It may be that they do not have kindergarten experiences or that language skills are underdeveloped or that they are less mature than some children their age. The program is not designed for children requiring more than two years in grade 1 nor for those with severe emotional or behavioral problems.

The goals of the program are as follows:

1. to provide the child with a stronger, less frustrating start in school.
2. in the first year, to expand the English language skills with emphasis on: (a) oral vocabulary, (b) correct sentence structure and speech, (c) listening skills, (d) verbal reasoning, (e) number sense, computation and problem solving, (f) reading, spelling and printing.
3. in the second year, to continue English language and math skills development started in the first year and to complete the regular grade 1 program.
4. to provide each child with an individual program and as much one-to-one and small group tutoring as possible.

The screening of students for possible placement in the program is done jointly by the kindergarten teacher, the grade 1 teachers, Learning Assistance teachers, Primary Adjustment teachers and District Counsellor, with referral to the principal for placement. Formal instruments used include readiness tests, individual standardized tests, the Peabody Picture Vocabulary Tests and kindergarten and language arts inventories. Informal objectives and standardized tests of visual perception, hand eye coordination, and listening skills are made. The students' use of vocabulary and formal sentence structure in speech, their verbal reasoning and their number sense are also assessed.

There is continuous evaluation throughout the program using both formal and informal tests. Selected cases with serious difficulties are referred to the District counsellor for periodic reassessments and assistance with program development. The program is fluid and students are moved out into the regular classes when it is apparent that their progress is equal to that of the students in the other classes.

In Merritt Central School two teachers teach the class of 25 students on individual programs during the mornings. Three afternoons a week one teacher does large group activities with most of the class while the other teacher works with problems any single students have encountered, or, on follow up for those students who have left the class and moved to other classes. A similar class operates in Nicola-Canford Elementary School. The extra teacher is funded through a

2.0 Special Approval from the Ministry of Education.

For further information contact: Mr. Burt Wiley, Principal, Merritt Central Elementary School, P.O. Box 408, Merritt, B.C. VOK 2B0. Ph. 378-9931.

School District #31, Merritt

Native Support Workers

(Tutor, Counselling, Elementary, Secondary)

This program is designed to provide the students with tutorial assistance and cultural and personal support. The workers attempt to bridge the culture gap between the teachers and their students. There are 1 1/2 positions presently filled in the Merritt schools. As well as tutoring students and providing informal counselling, the workers have organized clubs for them. The teachers can call on the workers to add native Indian views to materials in the curriculum or to arrange for native Indian resource people to come to classes to augment course material. The teachers make regular use of this opportunity. This program is partly funded by the province under a Special Approval Grant.

For further information contact: Ms. Mandy Jimmie, Acting Education Coordinator, Nicola Valley Indian Administration, P.O. Box 188, Merritt, B.C. VOK 2B0. Ph. 378-4235.

Okanagan Tribal Council and School Districts #15, 16, 21, 22, 23, Okanagan

Okanagan Indian Curriculum Project

(Joint Project, Curriculum, Social Studies, Elementary, Secondary)

The Okanagan Indian Curriculum Project is a project in which curriculum materials are being developed based on the Okanagan Indian culture, both traditional and contemporary, for kindergarten to grade 11.

The project is administered by the Okanagan Tribal Council and a Joint Commitee of the Okanagan Indian Curriculum Project and representatives of the participating school districts. It is jointly funded by Special Approvals from the Ministry of Education on behalf of School District #14 (South Okanagan - Oliver), #15 (Penticton), #16 (Keremeos), #21 (Armstrong - Spallumcheen), #22 (Vernon), #23 (Kelowna) and also by the Department of Indian Affairs .

Project Objectives

The Okanagan Tribal Council through the Okanagan Indian Curriculum Project has undertaken to develop materials and resources about the Okanagan Indian peoples and their environment, including their interaction with other people within the traditional Okanagan territory, in both historical and contemporary perspectives. The purposes of this project are as follows:

- to allow students to acquire a body of knowledge about the functioning of the Okanagan Indian - both past and present
- to improve perceptions of all students about the nature of Indian people and the continuing of their history in the valley.
- to allow students to reconstruct their present knowledge and perceptions of Indian people in general through investigations of Okanagan Indian humanity.
- to provide an opportunity for students to deal with value questions by confronting personal biases, pre-conceptions and values in light of those value systems held by another culture which had existed on that landscape only before the arrival of non-Indian cultures.
- to provide students of Indian ancestry with an opportunity to develop a more positive self-image by experiencing learning process using culture based materials.

The project, which was originally planned to be carried out over three years, has now been extended over four years - 1979-80, 1980-81, 1981-82, 1982-83.

Phase I: A professional researcher and an assistant were involved in research of primary ethnographical and archival data. The information collected included taped interviews, photographs, books and primary historical reports from universities, government departments, and Oblate archives.

Phase II: In the second phase the research was analyzed and catalogued and curriculum materials and units were developed for grades K-6. Some preliminary planning and writing was done for grades 7 to 11.

Phase III: Final drafts of the K-6 program were completed and piloted in the schools of the seven participating school districts, with in-service being provided by the O.I.C.P. staff. Writing for the 7-11 units was on-going. With the results of the piloting of the K-6 program, evaluations and revisions were made. All materials for the K-6 program have now been duplicated and distributed to the schools of the seven participating school districts.

Phase III has now been carried over into 1982-83 and involves completion of the 7-11 program, which will include: a manual for the teacher, a textbook for each grade, audio-visual materials, and a sourcebook which will contain information about the history, education, language, economy, archaeology, anthropology, and sociology of the Okanagan Indians.

The Okanagan Tribal Education Committee, on behalf of the Okanagan Tribal Council, oversees the project and receives quarterly reports regarding its progress, from the Director, the curriculum writers and the researcher. The Okanagan Tribal Council hold the copyright to the original materials. Copies of the curriculum materials are now available.

For further information contact: Mr. Jeff Smith, Director, Okanagan Indian Curriculum Project, #110, 304 Martin Street, Penticton, B.C. V2A 5K4. Ph. 493-4428.

Osoyoos Indian Band, Oliver

Education Coordinator

(Coordinator, Counselling, Pre-school, Curriculum, Elementary)

This is a full-time position administered and funded by the Osoyoos Indian Band since 1977. The Education Coordinator administers finances for education purposes and needs. She is under the supervision of the chief and council and tends to educational, financial and personal needs of the students from the Band. She counsels students in vocational, personal, and cultural development. There are 40 to 50 students from the Band that make up her caseload, ranging from pre-school to post-secondary. The Education Coordinator acts as a liaison between the students and school officials. She participates in the Okanagan Indian Curriculum Project, administered by the Okanagan Tribal Council of Penticton, B.C. The Education Coordinator is presently involved in a Native Daycare Training Program, which is operant in the Okanagan College and enrolls 17 native students from different parts of the province. The program is a year in duration and involves two months of practical experience and eight months of bookwork. See also the separate description for the Okanagan Indian Curriculum Project.

The Education Coordinator plans to implement a Band Operated Pre-school in the near future which will staff native teachers and emphasize cultural curricula. See also the separate description for the Teacher in Charge of Indian Education, Oliver.

For further information contact: Ms. Debbie Baptiste, Education Coordinator, Site #2, P.O. Box 1, R.R. #3, Oliver, B.C. V0H 1T0. Ph. 498-3444.

School District #14 (South Okanagan), Oliver

Teacher In Charge Of Indian Education

(Language Arts, Counselling, Elementary)

This program provides a full-time teacher in the schools to insure a supportive, encouraging presence for native students as well as a liaison person between the parents and the teachers of the schools.

Cam Emmonds spends 1/2 of each day in Tuo-el-Nuit Elementary School working as a Language Assistance teacher. In the fall the native Indian children are screened for academic weaknesses and any that need help have a program designed for them. The teacher designs and oversees the programs and students. He is also available as a counsellor.

Other of Mr. Emmond's duties involve counselling high school students, and conducting an after school tutoring program. High school students meet him on a volunteer basis after school for tutoring on specific afternoons.

Some of the most effective work he has done has been in liaison between parents and teachers.

The project has brought the attendance at Parent-Teacher Conferences to 90-95% level in three years. Other liaison work is done between the district and band Education Committee, parents and band officials.

Other programs in School District #44: Some Indian students receive language assistance or special help in the regular programs in the District high school. The Band Education Coordinator and Mr. Emmonds share the responsibility for the students of the Osoyoos band. She takes responsibility for the students in the band pre-school program and post-secondary students as well as adult education and he has responsibility for the school students.

For further information contact: Mr. Cam Emmonds, c/o Tuo-el-Nuit Elementary School, School District #14, P.O. Box 880, Oliver, B.C. V0H 1T0. Ph. 498-3415; or c/o Osoyoos Indian Band Office, Oliver, B.C. V0H 1T0. Ph. 493-4613.

School District #48 (Howe Sound), Pemberton

Home School Coordinator for Mount Currie Pupils

(Home School Coordinator, Indian Culture - Traditional, Crafts, Elementary, Secondary)

A 0.5 Special Approval from the Ministry of Education has provided a Home School Coordinator for about 100 pupils from the Mount Currie Band since November 1979. Preliminary discussions with Chief Stager initiated this position being created. The Coordinator acts as a liaison officer between schools and homes of the pupils. The purpose of the liaison is to promote better understanding between the home and school on all matters pertaining to the education of the children. The Home School Coordinator makes the education of pupils more meaningful and worthwhile by:

- visiting and counselling students and parents at home and at school
- encouraging regular attendance
- encouraging students to complete graduation from secondary school, and
- holding discussions with principals and making suggestions as to how school programs for individuals may be improved.

The Home School Coordinator introduced her role by visiting all the parents to explain the purpose of her work. This has facilitated frequent contact and input from the parents. She may be reached at home at the schools and is available any time. At the high school the Home School Coordinator follows up messages left in the office by the teachers and checks the absentee lists. When a student has been absent for more than two days consecutively or has a chronic pattern of non-attendance she makes home visits. She then repeats this procedure at the elementary school daily. Rather than acting as a go-between she attempts to bring parties together in solving problems. She liaises effectively between the Ministry of Human Resources, the RCMP, counsellors, the public health nurse and the Band Council. She accompanies the students on field trips. She has helped students to raise money for their own activities by initiating raffles and selling crafts. She arranged for native Indian resource volunteers to teach beading, basketry, buckskin crafts and Indian language for a six week pilot project in April 1981. She has done some vocational counselling by helping students to find jobs after leaving school and taking a group on a tour of the Vancouver Vocational Institute. She has helped monitor those students who must fulfil community service requirements as assigned by the local magistrate.

Communication between the Home School Coordinator and the Principal is on-going. There is a regular exchange of views between the members of the Joint Advisory Committee which includes parents and teachers.

For further information contact: Ms. Mary Ann Dan, Pemberton Secondary School, P.O. Box 40, Pemberton, B.C. V0N 2L0. Ph. 894-6318.

Penticton Indian Band, Penticton

Pre-school

The Penticton Indian Band has administered a pre-school on the Penticton Reserve since about 1974. The school presently operates Monday to Thursday until mid-day. The Band receives funding from the Department of Indian Affairs for the pre-school. The daily activities focus on an introduction to life skills with an emphasis on preparation for school and getting along with each other. Occasionally, the Okanagan language is taught by an elder. The children are taken on excursions within the community, such as skating trips, in which parents often participate. The children are taught some printing skills and singing, and listen to stories read by the teacher. The school employs one coordinator-teacher and 1-2 supervisors.

The Education Coordinator maintains that one reason for developing early childhood education in the Penticton Band is to help alleviate the high drop out rate among high school students. Thus, teachers attempt to develop confidence in children at an early age, so that they may maintain the confidence in later school years.

Project evaluation occurs through parent-teacher interaction. The parents give their perceptions of their children's behavior as a result of attending pre-school. Lack of shyness is a good indication of success. The Education Coordinator hopes to expand the pre-school to encompass kindergarten in September 1983, and perhaps later to grade 3. At present the school enrolls only native children, but if expansion occurs non-native children may be enrolled.

For further information contact: Ms. Vera Gabriel, Education Coordinator, Penticton Indian Band Office, R.R. #2, Green Mountain Road, Penticton, B.C. V2A 6J7. Ph. 493-0048.

School District #15, Penticton

Learning Assistant Teacher Aide

(Teacher Aide, Learning Assistance, Elementary)

This project is funded by 0.5 Special Approval (Section 502) from the Ministry of Education, continuing since September 1977.

It addresses the feeling of disorientation and dislocation experienced by many Indian children attending school in a non-Indian neighbourhood. Many of the children speak Okanagan only at school entry. A native Indian teacher aide from the local Band provides individual assistance to pupils under the direction of the principal and learning assistance teacher, and assists with home liaison problems. She works at Snowdon Elementary School in Penticton.

The aide works with both Indian and non-Indian students so as not to discriminate between them. Under the direction of the learning assistance teacher, she does small group and individual tutoring. She counsels students as requested. She is an informal liaison between the school and the Band office. As a consultant to teachers she offers support and advice concerning the integration of Indian culture into other areas of the school curriculum. As a member of the school team, she receives appropriate in-service training from other staff members.

Informal evaluation takes into consideration the principal's observations, the learning assistance teacher's observations, and students' attitudes.

For further information contact: Mrs. Helen Gallagher, Teacher Aide, Snowdon Elementary School, 140 Green Avenue, Penticton, B.C. V2A 3T1. Ph. 492-0633.

School District #89, Salmon Arm

Indian Education

(Tutor, Liaison, Indian Culture - Traditional, Elementary, Secondary)

Two full-time teachers and one full-time paraprofessional provide itinerant services in School District #89. Among their duties are the following:

1. Liaising between parents, the Parent Committee, and the schools.
2. Liaising with other individuals and agencies involved with the Indian students in the school district, such as Shuswap Youth Center, Child Care Worker, Counsellors, Band Education Committees, and Probation Officers.
3. Encouraging parents to become involved in school affairs such as parent/teacher interviews, school functions, and helping on sports days.
4. Developing a study/tutorial session at the Junior Secondary School.
5. Providing teachers with information on local Indian culture, learning styles of the Indian students, and special educational needs of the Indian children.
6. Assisting in the development of Native Studies course.

Funding for these positions is supplied through Special Approval from the Ministry of Education.

For further information contact: S. Lal Mattu, Assistant Superintendent of Schools, Special Program Office, 1271 - 6th Avenue N.E., Salmon Arm, B.C. V0E 2T0. Ph. (604) 832-7025.

Seton Lake Indian Band, Shalalth

Band Education Programs

(Early School Experience Program)

Band Education Programs

The Seton Lake Indian Band administers an Early School Experience Program jointly with the Bridge River Elementary School. This project is funded by the Ministry of Education's Special Education Division. It is a remedial program for Native children from disadvantaged backgrounds who exhibit learning disabilities.

Education Committee

Seton Lake has established an Education Committee to initiate and coordinate complete community communication and participation in education related projects to enhance a holistic approach to education. The committee maintains constant evaluation of the education programs through regular meetings with band members and education related programs. The committee also tries to achieve community input into making future plans and policies for improving the existing education programs.

Education Coordinator

The Indian Education Coordinator employed by the band supervises education programs. She initiates programs, maintains a program budget and a staff. Student maintenance, which includes keeping nominal roll, issuing school supplies, money and monthly allowances, is also a responsibility of the Indian Education Coordinator. Regular contact with schools, parents, students and community agencies is also maintained.

Nursery School

Seton Lake also administers a nursery school with D.I.A. Funding. The nursery school employs one teacher and has an enrollment of eight students. Parental involvement in the nursery school activities is encouraged. A program of learning activities will be provided to parents to enhance the development of young infants and pre-school children. Anecdotal records are maintained and discussed with parents. Personnel will consist of two Native workers, volunteer aides and support workers under the direction of the education coordinator.

Education Resource Center

The Band is also implementing a curriculum enrichment program. Plans are in progress to up-grade the existing library facilities as an education resource center for learning enhancement, developing independent study skills, research skills through audiovisual aids and education and cultural projects. A librarian-tutor will be trained to provide maximum benefit for the facilities available.

Tutors

Secondary and elementary tutors are employed by the band to work with the secondary students after school and in the Bridge River Elementary School for purposes of learning assistance and enrichment.

Adult Education

Adult education projects such as a Basic Skills Development Program, personal and social development workshops, and cultural enrichment programs, are being planned to enhance social and economic development for the members of the Seton Lake Band.

For further information contact: Ms. Clara Shields, Education Coordinator, Seton Lake Band, General Delivery, Shalalth, B.C. V0N 3C0. Ph. 259-8227.

School District #29, Shalalth

Early School Experience Program

(Learning Assistance, Kindergarten, Elementary)

This is a remedial program for Native children who exhibit learning disabilities. Its three major objectives are to provide basic academic and social skills, enhance school home liaison, and involve the native Indian community in a comprehensive primary level, reserve-oriented developmental program.

Paraprofessionals from the Seton Lake Band, under school administration supervision, assist eight part-time pupils. The students attend regular classes for the balance of the day.

Prior to placement in the program pupils complete standardized testing procedures and the previous years's classroom teacher prepares a performance summary. During the program individualized anecdotal records are kept. On completion of the program overall student growth is evaluated through standardized testing.

Program evaluation is the responsibility of school administration and Seton Lake Band representatives with input from classroom teachers, parents, and paraprofessional workers.

For further information contact: Ms. Clara Shields, Education Coordinator, Seton Lake Band, General Delivery, Shalalth, B.C. V0N 3C0. Ph. 259-8227.

School District #29, Shalalth

Elementary Special Class

(Language Arts, Math, Academic Skills Development, Elementary)

Global objectives for the Elementary Special Class are:

1. To provide an alternate, success-oriented program for intermediate elementary students who are potential drop outs.
2. To provide instruction in practical skills which might be utilized in social or family living.
3. To provide an additional means of direct input by the native Indian community into instructional programs offered by the school.

The attainment of behavioral objectives such as development of acceptable social interaction skills, responsibility, character and independence is stressed. Academic objectives include the development of:

- functional literacy
- basic competence with the four basic whole number

operations
- fluent legible handwriting
- skills in sequential and critical thinking
- consumer skills
- appropriate reference and work/study skills
- academic concepts of real life situations
- family life skills
- vocational skills

Student placement in the Special Class is based on school originated and scholastic aptitude test results, anecdotal observations by classroom teacher, previous academic and social growth and chronological age.

Monitoring of students is through teacher developed check lists, observation of social development, standardized test results and visitation by administration and other supervisory personnel is on-going.

On-going program evaluation is based on:

1. Observed growth in social and behavioral development of students.
2. Cognitive growth manifested by student mastery of learning outcomes and standardized test results.
3. Acceptance of program by parents.
4. Long term manifestation of increased ability to cope in society.
5. Number of students who successfully re-enter mainstream programs.

Involvement of parents, teachers, the Education Coordinator, Native resource people and the social worker enhances the operation of the Special Class.

For further information contact: Bridge River Elementary School, General Delivery, Shalalth, B.C. V0N 3C0. Ph. 259-8343; or Ms. Clara Shields, Education Coordinator, Seton Lake Band, General Delivery, Shalalth, B.C. V0N 3C0. Ph. 259-8227.

School District #22, Vernon

Alternative Education Program St. James Catholic School

(Tutoring, Elementary)

A convenient setting is provided for students to complete assigned school tasks, do independent study, receive tutorial assistance and peer tutoring. The program aims to foster positive attitudes to education and is directed to attendance and behavior problems.

The teacher offers two evening study sessions per week, 18:30 to 21:30 at St. James. Two Band Education Committee members assist the teacher on alternate evenings. Tutorial assistance is provided on request. Parents are encouraged to bring those children who wish to use the study centre effectively. A nightly tally of attendance is taken and the level of involvement is noted. The teacher liaises with the schools and is available for home or school consultation.

This program serves 15-20 students and is funded by Special Approval from the Ministry of Education.

For further information contact: Mr. Al Goller, c/o St. James Catholic School,Vernon, B.C. V2T 2Z3. Ph. 542-7304.

Westbank Indian Band, Westbank

Pre-school

(Pre-school, Indian Studies, Indian Language, Coordinator, Tutoring, Secondary)

The Westbank Indian Band has administered their pre-school since 1980. It began with six classes a week with 3 and 4 year olds, Tuesday, Wednesday and Thursday, 2 classes a day. This year (1982-83) there will be two classes everyday for five days with 15 children in each class; a total of 60 native and non-native pre-school children. The four year-old children will attend from Monday to Wednesday and the three year-olds will attend on Thursday and Friday. Morning classes will commence at 9 a.m. to 11:30 a.m. and afternoons 12:30 to 3:00 p.m. We employ a full-time qualified pre-school teacher and a full-time assistant. Registration and monthly dues help pay for the operation of the school. Other funding is provided by the Westbank Indian Band.

The native Cultural Studies project is administered by the Westbank Indian Band in cooperation with Mt. Boucherie Secondary School, School District #23. The project consists of a Social Studies curriculum which was developed by the Okanagan Tribal Council and was taught at the grade 10 and 11 level at Mt. Boucheie Secondary School in the 1981-82 school term for the second consecutive year. The purpose of the program was to offer something of immediate interest to native students to curb the dropout rate, establish a basic working knowledge of the Okanagan language among native students and to develop a high level of reading, writing and interpretive skills. The course included the study of the native people of America and their original culture, language groups, Indian settlements and the history of customs and religion. A study of the present band government has also been initiated. The cultural teacher is Delphino Baptiste and her position is funded by the Westbank Indian Band. The Band also funds the position of the Education Coordinator, whose responsibility is to attend to education matters of the students belonging to the Band. In addition, Carol Abernathy, a native support worker and counsellor was hired January 1, 1982 by the Central Okanagan School District #23. She is attempting to upgrade the students' skills and will be a liaison between parents and schools. She will also provide extra tutoring for students with below par academic skills, attempt to reduce truancy through personal counselling, improve student-teacher relations, increase academic success and establish strong peer support. She will provide teachers with improved knowledge of the cultural differences between the present day Okanagan Indian culture and the non-native norm.

For further information contact: Ms. Marjory H. Eli, Education Coordinator, Westbank Indian Council, P.O. Box 850, Westbank, B.C. V0H 2A0. Ph. 768-7666; Or Okanagan Tribal Council #205, 69 Nanaimo Avenue, Penticton, B.C. V2A 1M1. Ph. 493-6651; or Ms. Carol Abernathy, Native Support Worker and Counsellor, Mt. Boucherie secondary school, 2751 Cameron Road, Kelowna, B.C. V1Z 2T6. Ph. 769-4414.

Sugar Cane Band, Williams Lake

Shuswap Language Committee

(Indian Language, Indian Education Committee, Curriculum, Elementary, Secondary)

The Shuswap Language Committee represents the five northern Shuswap Bands and includes all the language teachers in the local area. It coordinates and directs curriculum development projects. The Committee meets monthly to work on a high school language series to complement the elementary series. This committee has received grants from the First Citizens' Fund.

For further information contact: Ms. Joan Sellars, Williams Lake Indian Band, R.R. #3, P.O. Box 4, Sugar Cane, Williams Lake, B.C. V2G 1M3. Ph. 296-3507.

Sugar Cane Band, Williams Lake

Home School Coordinator

(Home School Coordinator, Band Operated Project, Tutoring, Elementary, Secondary)

This is a full-time position funded by the Band. The Home School Coordinator deals with all educational matters of kindergarten to post-secondary students from the Band. Children attend St. Joseph's Mission Nursery/Kindergarten, Crescent Heights Elementary, Anne Stevenson Junior High and Williams Lake Junior Secondary, and Columneetza Senior High School.

The Home School Coordinator visits the schools on a regular basis and counsels students having difficulty in or out of school. The Home School Coordinator keeps records of the progress and attendance of the children and attends to their social problems and directs guidance towards their social problems. She consults with the Band Council, Human Resources, Health Department, Education Committee, as well as the people in students' homes on the reserve.

There is an Intervention Committee from the Band which is concerned with arresting student difficulties before they become serious. The Intervention Committee is in effect throughout the year and it is not only for the students but all people on the Reserve. The Band also instigated a study program at the Reserve. This is twice a week for 2 hour study sessions.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Home School Coordinator, Williams Lake Indian Band, R.R. #3, P.O. Box 4, Sugar Cane, Williams Lake, B.C. V2G 1M3. Ph. 296-3507.

School District #27, (Cariboo-Chilcotin) Williams Lake

Coordinator of Indian Education

(Coordinator, Elementary, Secondary)

This position initiated in September 1974 is funded under the Indian Education Branch of the Ministry of Education. The Coordinator of Indian Education acts in an advisory capacity in all aspects of the education of Indian students in the schools of School District #27. His specific duties are as follows:

1. advise and assist District staff and individual schools in developing programs and courses for Indian students.
2. advise and assist Home School Coordinators in their work with students and parents.
3. advise and assist Band Education Committees in developing Indian community involvement in the schools
4. provide a liaison function between the school district and the District Education Committee
5. provide direct counselling services to Indian students when required
6. provide liaison between federal and provincial

schools

7. advise and recommend the appropriate use of Indian education special approvals

8. assist in the implementation of an effective native assistant teacher aide program

9. work with the Chilcotin and Shuswap Language Committees of the Bands

10. Assist in the on-going development of Shuswap language materials with the linguists, J. Powell and Vicki Jenzen and second language specialist, Joy Wilde.

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27, (Cariboo-Chilcotin) Williams Lake

Indian Language Program

(Indian Language, Curriculum, Counselling, Indian Studies, Elementary, Secondary)

The Indian Education Branch of the Ministry of Education contributes towards the funding of native language curriculum development and implementation. The program began in September 1977. This funding provides for:

- the purchase of materials for the Language Program
- three Outreach workers who offer counselling in addition to native language teaching and curriculum development at the secondary level.

School District #27 serves over 600 Status Indian children attending from 11 reserve communities. These 600 students come from three language groups and two district linguistic families. Both Chilcotin and Carrier belong to the Athabaskan language family but are not mutually intelligible.

Information on the Carrier Language Program is listed under Athabaskan, Anahim Lake.

Information on the Chilcotin Language Program is listed under Chilcotin, Nemiah.

Shuswap Language Program

Virtually all Shuswap children come to school not speaking Shuswap. For these children an Indian Language Program is akin to any other second Language Program. Here the emphasis is first on developing a familiarity with the language and then developing oral fluency.

No Shuswap language classes are currently being offered at provincial elementary schools but Shuswap Studies is. The language classes were operated in the schools by withdrawing students from their regular classrooms for Shuswap instruction. Scheduling problems, missed classes, the second language approach all are being examined in this year of suspension of the classes (1982-83).

Previously, at the elementary level the program served 12 students at Gang Ranch Elementary School, 30 students at Crescent Heights Elementary School, 60 students at Forest Grove Elementary School, 11 students at Dog Creek Elementary School, and 16 students at Wildwood Elementary School. One hundred minutes per week of language instruction were given by the native Indian teaching assistants.

Curriculum description:

At the primary level the objectives are:

- to develop a core vocabulary in the Shuswap language through immersion - second language instruction
- to develop ability to use simple Shuswap sentences in question and answer situations
- to develop a simple familiarity with the Shuswap language and to enhance the Shuswap child's cultural identity with a view to promoting the child's overall school progress.

The Peabody Language Development Kit, Level 1, has been adapted for use in teaching Shuswap as a second language. This forms the core of the program. Supplementary to this is the card reader program with picture cards and various teacher prepared materials. This is an oral program and the alphabet is not introduced at this stage.

Students' oral vocabulary in use of simple sentences is evaluated from time to time with a skills checklist. The courses are subject to evaluation by the principal and district staff.

For the intermediate grade students the objectives are:

- to extend the vocabulary development begun in primary
- to extend the understanding of syntax and the use of sentences
- to continue the development of cultural awareness for Shuswap children through a familiarity with the Shuswap language
- to introduce the Shuswap alphabet and to have students become aware of all the sound symbol associations
- to contrast the Shuswap alphabet with the English alphabet.

Texts and resources include:

- a set of workbooks prepared by the Shuswap Language Committee. These were done with a professional linguist and commercially printed.
- this level continues to rely on teacher-prepared materials to meet objectives. The teacher has extensive research on the Shuswap language to draw on as the language has been studied by Dr. Art Kuipers of the University of Leiden over the last 15 years.
- the card reader and other second language techniques are used as they have been at Alkali Lake Schol over the past five years.

Students' oral vocabulary and use of sentences will be evaluated from time to time with a skills checklist. This checklist will be standardized for all schools. Courses are subject to the usual evaluation by the principal and district staff.

Shuswap Studies 9

Shuswap Studies 9 is offered to approximately 20 students at Williams Lake Junior Secondary School and about 15 students at 100 Mile Junior Secondary School. (Canim Lake Alternate Secondary). A hundred hours of instruction are offered as an elective course. At this level the objectives are:

- to begin development of Shuswap conversational skills
- to begin development of written Shuswap-English and English-Shuswap translation skills
- to extend literacy skills in Shuswap
- to give the Shuswap student a sense of continuity in place in the secondary school as this is the first experience as an ethnic minority in the school system for many of these students
- to complete an ethnographic study of the Shuswap community at the time of contact.

Texts and resources include:

- a Shuswap Course by Kuipers and Dixon
- The Shuswap by James Teit
- Teacher's Guide to accompany The Shuswap. This contains 34 unit plans.
- various teacher-prepared materials for oral language development.

Teacher-prepared tests are administered on a regular basis to evaluate student progress and to identify areas for re-teaching.

Shuswap Studies 10

Shuswap Studies 10 is offered to 15-20 students at Williams Lake Junior Secondary School and 15-20 students at 100 Mile Junior Secondary School. (Canim Lake Alternate Secondary).

One hundred hours of instruction are offered as an elective course. This course counts towards the U.B.C. requirement for a modern language in the university entrance. The objectives at this level are:

- to extend development of Shuswap conversational skills
- to extend development of written Shuswap English and English-Shuswap translation skills
- to further develop understanding of Shuswap syntax
- to continue to give the Shuswap student a sense of place in the secondary school
- to complete a study of the history of the Shuswap

people since the time of contact.

Texts and resources include:

- a Shuswap Course by Kuipers and Dixon
- curriculum units currently being prepared by the Shuswap Language Committee (1982-83)

Student progress is assessed by teacher-prepared tests administered on a regular basis. The course is evaluated by the school principals and district staff.

At the senior secondary level a Shuswap Studies 11 course is a logical continuation and conclusion to the Shuswap program in the district. The course is recognized by U.B.C. as fulfilling the Modern Language requirement for admission.

Language Teachers as Counsellors

In most cases the language teachers in the schools also spend time as counsellors. They are paid on a teacher scale with benefits, by a special letter of agreement. The senior high school language teacher is specializing in career and course counselling. She has had experience working in Manpower offices as a counsellor and so is familiar with many of the available programs for training.

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Williams Lake

Native Teaching Assistants

(Teacher Aide, Indian Culture - Traditional And Contemporary, Indian Language, Elementary, Secondary)

Funds from the Indian Education Branch of the Ministry of Education provides for 12 native Indian teacher aides in 10 District schools. The program was initiated in September 1976.

The aides must be able to show a knowledge about local culture so they can give advice about the local culture, about home situations, and about community feelings towards the school to the teacher who frequently is unversed in local affairs. The teaching assistants are part-time assistants as well as Community Resource Persons.

Teacher aides are expected to show a commitment to teaching and to enjoy working with children. They must be patient, understanding, reliable and trustworthy. Punctuality is a necessity. The Aides must be willing to attend workshops and other in-service training sessions.

The Aides must be able to show a knowledge of local culture so that they can give advice about the local culture, about home situations and about community feelings towards the school. When necessary they may be called upon to translate. They are expected to counsel children and make home visits as necessary.

They may teach the local language or teach in the local language. The aides work with small groups of children to help them understand assignments, listen to them read or read to them. One-to-one tutoring is given to children who have special needs. The aides assist with supervision and help maintain discipline. They assist with and plan lessons, help with marking and contribute to the reporting procedures and classroom record keeping.

Aides translate materials into the local context or the local language. Under the direction of the teachers they prepare learning materials and operate audio visual equipment in the classrooms.

Native teaching assistants are positioned at the following schools:

- Anahim Lake Elementary-Secondary
- Canim Lake Alternate School
- Crescent Heights Elementary
- Dog Creek Elementary
- Glendale Elementary
- Marie Sharpe Elementary
- Naghkanacut Elementary-Secondary (2)
- Puntzi Mountain Elementary-Secondary (2)
- Riske Creeke Creek Elementa
- Wildwood Elementary

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Williams Lake

Chilcotin Studies

(Indian Studies, Secondary)

Chilcotin Studies 9, 10, and 11 are taught at Williams Lake Junior Secondary, Columneetze Secondary School, Naghkanacut Secondary and Puntzi Mountain Elementary-secondary.

A complete description of the courses is given under Chilcotin, School District #27, Nemiah Valley.

For further information contact: Mr. Alan Haig-Brown, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph. 392-3345.

School District #27 (Cariboo-Chilcotin), Williams Lake

Study Skills Course, Williams Lake Junior Secondary School

(Academic Skills Development, Secondary)

This program started in 1981-82 to help students in town schools for their first semester develop skills necessary for proceeding further up the education ladder. For one hour a day, students at about the grade 10 level meet to attack study skills: time organization, notetaking, outlining, essay writing and use of references. The course is similar to those offered to first year university students. These high school students are also away from home and responsible for their own work and work habits for the first time. After the first year under the direction of the Coordinator of Indian Education, the program has been made a regular part of the school's English course offerings.

For further information contact: Mr. Al Arnett, Teacher, Williams Lake Junior Secondary School, 640 Carson Drive, Williams Lake, B.C. V2G 1T3. Ph. 392-6284.

Department Of Indian Affairs , Williams Lake

Indian Education Programs

(Pre-school, Adult Education)

The Early Childhood Education Program is administered by Cariboo College, Williams Lake in conjunction with Cariboo Indian Education Training Center. Funding is provided by the Canada Employment and Immigration Commission in Williams Lake. It is offered to clients to work with native children using native culture and arts and crafts. A practicum is part of the nine month program, and occurs at Williams Lake Day Care centers, the Williams Lake Band Operated Nursery - kindergarten or the Child Development Center. Evaluation is based upon the rate of successful completion and the placement in a job situation afterwards. The course enrolls 20 students and maintains a staff of a full-time and possible half-time teacher. The course began on September 7, 1982 and ends May 27th, 1983.

Adult Basic Education courses take place at the Cariboo Indian Education Training Center. The course allows for a continuous intake of 24 students and employs one full-time teacher. The course is open to all native and non-native students. The objectives are to have all students achieve grade 10 and to ultimately enter a skill training course and then obtain employment.

The Native Indian Teacher Education Program has a field center in Williams Lake. The students spend two years at this field center taking first year Arts (100) and various education courses leading to the B. Ed. Degree from the University of British Columbia. In the remaining two years the students move on to the university campus to complete their academic degree requirements. Students receive funding from the Department of Indian Affairs or the Provincial Student Assistance Program.

Most of the 15 bands in the area are now managing and funding their own boarding home programs for students. Students are taking courses in the Native Indian Education Training Centers, at U.B.C. and other satellite centers, and are taking courses in Business Administration, Computer Science, and university transfer courses, etc.

For further information contact: Ms. Kate Hosgood, Assistant Superintendent of Education, Department of Indian Affairs , Williams Lake District, 99 North 2nd Avenue Wiliams Lake, B.C. V2G 1Z3. Ph. 398-7071.

KOOTENAY

Lower Kootenay Band, Creston

Yakan Nu?ki School Kootenay Language Program

(Band Controlled School, Teacher Aide, Indian Culture - Traditional And Contemporary, Indian Language, Environmental Education, Elementary, Secondary)

The Yakan Nu?ki School is an Indian controlled School administered by the Lower Kootenay Indian Band near Creston B.C. The school began in September 1979 with the objectives to meet the educational needs of the Kootenay people, and to teach children the Kootenay culture and language. Much of the school instruction is based on the B.C. school curriculum. However, the students also participate in field trips and camp outs; they learn to fish, and hunt large and small game. Students study the local terrain, plants and berries, and will learn to do coiled cedar baskets. In the subject area of social studies students learn about the local culture of the Kootenay people in addition to the non-local culture of the Kootenay, which includes geographic locations such as South Eastern B.C., Montana and Idaho. Furthermore, interest based, Indian oriented social studies and reading materials such as the Indian Act, Social Housing, and The Forgotten Kutenai are implemented.

Native students from the provincial schools enter Yakan Nu?ki with educational deficiencies. Efforts to correct these deficiencies involve the use of individualized instructional programs which begin at each child's unique level of educational attainment. The program is based on a non-graded level system. Student evaluation is based on an 80% competency level which must be achieved by all students before moving forward. Additional student evaluation consists of standardized tests and teacher observation. Both children and parents receive this information through parent-student discussions which are constant, rather than scheduled as "report time."

The Yakan Nu?ki School is evaluated through several different means. To begin with, people from the local community college conduct tests of students' reading ability. In addition, the Canadian Test of Basic Skills, and the California Short Form Mental Maturity tests are used to assess a student's skill and potential. A testing method called PASS is also used to measure learning outcomes at the beginning and end of each school year. The Band also utilizes some quick evaluation at school. All methods of evaluation are discussed with the Education Committee at monthly and sometimes weekly meetings.

The project sources of funding are the Department of Indian Affairs , the First Citizens' Fund and funds from the Master Tuition Agreement. At present, the students range from K-10; one adult is also enrolled. The project employs one full-time teacher and one half-time language teacher/teacher aide.

Kootenay Indian language program
The language classes are taught by the teacher aide assisted by the classroom teacher. All students attend a one hour session daily and are taught at the same level, with the exception that children under 10 years of age don't participate in writing the language but do engage in the oral work. The language has been developed in text form based on the International Phonetic Alphabet. Thus, some readers, a large dictionary and teacher made materials are used to teach the language.

For further information contact: Mr. Gary Pharness, Teacher and Chairperson for Education Committee or Agatha Jacobs, Language Teacher, R.R. 1, Site 7-2, Creston, B.C. V0B 1G0. Ph. 428-9816.

School District #2, Cranbrook

Steeples Elementary School

(Teacher Aide, Tutor, Elementary)

The project aims to lay a sound educational foundation and formulate positive attitudes towards school, and to offer success and encourage self confidence amongst native Indian students.

The Native Aide works with about 20 students from the St. Mary's Band who attend Steeples Elementary School. The program has been continuous since 1977. In the classroom under the direction of the teachers, the aide assists those students who are falling behind, insuring that they understand and can carry out the teacher's instructions. Some children are withdrawn from their classes for one-to-one or small group work. The aide works in all subject areas from grade 1-7. (There is no kindergarten in the school in 1982-83). She sees children for tutoring in the morning before school, at noon and after school between 3 and 3:40, when the bus leaves, if this is necessary.

The Native Aide attends the monthly Education Committee meetings of the St. Mary's Band.

Ramona Warden is the second person to be the Native Aide in this school. It seems her job description ensures that she spends more time with students and less time doing supervisory or clerical work than her predecessor, Audrey Francis.

For further information contact: Ms. Ramona Warren, Native Aide, Steeples Elementary School, Cranbrook, B.C. Ph. 426-3352.

Columbia Lake Band, Windermere

Home Liaison Worker

(Band Operated, Home School Coordinator)

The Columbia Lake Band maintains support worker for students through the use of positions such as Home Liaison Workers and Home School Coordinators. Three Home School Coordinators work in the elementary and secondary schools in Windermere and Invermere. Each of the five local bands in the Kootenay area have Home School Liaison Workers who meet with the Tribal Council and Education Committee which meet about once a month. The role of the liaison worker is one of consultation with students, parents and teachers with regard to educational and social needs of the students. The liaison workers deal with major problems that the Home School Coordinators find too problematic. The liaison workers are also responsible for implementing the recommendations of the Education Committee. A type of curriculum project entitled the Kootenay Environmental Camp funded by a Special Assistance Grant, will be implemented in the spring. The authentic camp will include traditional landscape and Kootenay housing, and is designed to teach the general public about the traditional Kootenay lifestyle. Community resource people will teach the traditions to visiting groups of children such as Girl Guides or Boy Scouts.

Detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Lucille Shover, Band Administrator or Alfred Joseph, Liaison Worker, P.O. Box 130, Windermere, B.C. V0B 2L0. Ph. 342-6301.

School District #4, Windermere

Home School Coordinator

(Home School Coordinator, Elementary)

This three-quarter time position is funded through Ministry of Education Special Approval and administered by the Windermere School Board (District #4).

Approximately 15 status and non-status children are involved in the program, the objective of which is to:

- provide individualized tutoring
- individualized counselling
- family and group counselling
- home visits
- up-to-date student progress data
- assistance with school recreational activities and other school functions.

Through regular liaison between the school administration and staff, the Band Educational Committees and involved parents, maximum benefits to the participants is ensured.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Donna Lynne Leslie, Home School Coordinator, c/o School District #4, P.O. Box 430, Invermere, B.C. V0A 1X0. Ph. 347-9713.

KWAKIUTL

School District #85, (Vancouver Island North) Alert Bay

Alert Bay School Programs

(Curriculum, Indian Culture - Traditional, Indian Language, Elementary, Secondary)

The school serves 200 students, about 80% of whom are native Indians. There is an open area K-4 annex but grades 5-12 are housed in the main traditional school building. The teachers and support staff have a curriculum development room in which unique local materials are stored and teaching aids are produced. Three Nimpkish Band employees work as cultural infusers.

Curriculum Project

Since 1979 Ms. Teedee Nelson, Coordinator of the project, has had local native Indian people contribute their knowledge through active interaction with the students. A complete compilation is being made of information and materials relative to the cultural heritage of the Nimpkish people, i.e. Kwakwala language, traditional dancing and song, food preparation, art techniques, legends, history and values. These activities are being translated into a native Indian education curriculum guide. After experiencing activities in the above areas of native curriculum, the child will demonstrate a level of understanding and competence of the Nimpkish heritage.

Kwakwala Language Program

Mrs. Pauline Alfred teaches the Kwakwala language from K-12. The primary students study 15 minutes daily, the intermediate students 25 minutes. The program is oral with picture cards and language master cards, and games used. The senior students study for 30 minutes daily and concentrate on learning writing and reading. Books prepared by J. Powell under the guidance of the elders are provided to the school by the U'mista Culture Society. There are six books available plus some legends that have been produced in book form by the school.

Music Program

Mrs. Vera Cranmer with the assistance of Ethel Alfred and Jack Peters teach dance to the elementary students twice a week as part of the regular P.E. program. Senior students may study dance as an elective three times a week. They also learn the traditional songs that accompany the dances. A cedar log has been hollowed out so that traditional music accompanies dance. The school has more than 10 masks and numerous blankets. The blankets were made by parents and by Senior Home Economics students for themselves and others.

Food Preparation

There is a smoke house behind the Home Economics room and the students have learned how to smoke salmon and oolichans.

Legends

Local legends are continually being collected. Some have been written down and illustrated by students or artists working in the school.

Visual Resources

An extensive collection of photos and books have been assembled from Peter McNair of the B.C. Museum. The collection is used for studying history, family trees, masks and totems. Slides and videotapes have been made of bark collecting and weaving, food collecting and preservation, and dance potlatches.

Field Trips

Field trips are made by the students to old village sites, conferences dealing with aboriginal rights, oolichan oil making, fishing on a fishing boat, etc. These trips are planned by the teachers and the resource people.

Indian culture is no longer taught as a separate course. The teachers are expected to integrate Nimpkish culture into their lessons and curriculum. Teedee Nelson and other resource people are usually available at the central materials preparation room for advice on obtaining pictures, materials, resource people, activities, related legends or dance. This integrated approach is working quite satisfactorily, making Indian knowledge an accepted part of the total world view.

For further information contact: Teedee Nelson, Program Coordinator, or Flora Cook, Principal, Alert Bay School, P.O. Box 29, Alert Bay, B.C. V0N 1A0. Main School Ph. 974-5717. Annex Ph. 974-5441.

School District #85 (Vancouver Island North) Alert Bay

Home School Coordinator

(Home School Coordinator, Elementary)

Two Home School Coordinators are funded by 1.0 Special Approval from the Ministry of Education. One position is located at Alert Bay, the other at Tsulquate. The program has been continuing since September 1977.

The Home School Coordinators make frequent contact with the homes and schools to gain an understanding of each child and his/her home environment. The purposes of this program are - to provide liaison between home and school; to improve attendance; and to provide a resource that is able to respond quickly to need. The Home School Coordinators are available for counselling. Attendance, performance and behavior in school are monitored.

Charlene Alfred serves the Nimpkish Band children who attend Alert Bay School and those who commute to North Island Senior Secondary School in Port McNeill. She is involved in parent education - interpreting the curriculum and report cards to parents and attending parent-teacher meetings. She is a resource to teachers and principals regarding the native Indian community. She makes home visits in liaising between the homes and schools. She attends the Family Guidance Committee meetings which involve the various agencies and resources which serve her students and their families. She meets with the juvenile court workers on a monthly basis.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Charlene Alfred, Alert Bay Elementary School, P.O. Box 29, Alert Bay, B.C. V0N 1A0. Ph. 974-5717.

Nimpkish Band, Alert Bay

T'lisagi-lakw School

(Band Operated School, Indian Language, Indian Culture - Traditional, Pre-school, Elementary)

This is a band operated school which began in September 1977. The school has functioned up to the grade 10 level, but this year it encompasses grades K-7. It is intended to extend the classes as the students get older. The enrollment jumped 50% in the fall of 1982 to 99 full- and part-time students, 30% of whom are non-native. The original funding came through the First Citizens' Fund, the Legal Services Society and 200 books were provided by the Canada Council. At present funds come from the Department of Indian Affairs . The school maintains a level system within grades, and parallels the provincial curriculum with the aim to sustain transferability between the band school and public school systems. The native culture components are taught by the staff of the Cultural Center. The school employs five certified teachers and the Band provides four teacher aides (two language instructors, a dance instructor and a cultural history instructor). The Home School Coordinator's responsibilities have been assumed by the school workers, all assuming responsibility equally fr the liaison between school and community and students, parents and teachers.

Kwakwala Language Program

At the pre-school and primary levels the students learn basic sounds and word meanings during daily 15 minute language lessons. At the intermediate level the Kwakwala language lessons increase to 30 minute periods daily. A series of 13 books, 17 language tapes and alphabet sheets were prepared in 1981 with the assistance of Jay Powell. These form the basis of the language classes taught by Ruth Cook and Lorraine Hunt. The culture workers are now searching for ways to improve and intensify language learning by the students they feel the books were but one step in the right direction. A session of language classes for adults are held once a year in the evenings.

Kwaguitl Cultural Program

The subjects taught at the school are integrated with the culture of the band. Each month a separate unit is set up on one of the following: shelter, animals, plants, food communication or law. Thes subjects are correlated to the provincial provincial curriculum as much as possible.

The classes meet once a week with the Cultural History Instructor, Gloria Webster, who tells a legend that involves the vocabulary from the language lessons, the unit of study in progress and that leads to the dance lesson that follows. Masks for the dances unite the dance and the legend further. The masks were carved specifically for the students in the carving shop in the basement of the school by band artist. The legends and dances accent kinship groupings, food gathering, history and technology. A member of the Band sings and drums for the dancers, re-inforcing the living nature of the culture more effectively than the tapes that were used in the past.

Cultural Center

This building and group of workers is adjacent to the school. Language teachers, dance instructors, and the cultural history teacher work out of it. There is a permanent display of the earliest pictures of the village plus tapes of memories and stories. New displays are in process. A large wall map showing the areas bands with albums of photographs illustrating history and traditions are being prepared. The popularity of soccer is being recognized in a new display of the soccer teams of the past 25 yearsto be ready for the 25th Anniversary Soccer Tournament during this year's Sports Week is in process.

For further information contact: Mr. Forbes Blythe, Education Administrator, T'lisagi-lakw School, P.O. Box 210, Alert Bay, B.C. V0N 1A0. Ph. 974-5722; or Ms. Gloria Webster. U'mista Cultural Center, P.O. Box 253, Alert Bay, B.C. V0N 1A0. Ph. 974-5403.

School District #80, Kitimat

Indian Studies Program, Mt. Elizabeth Secondary School

(Indian Studies, Secondary)

Indian Studies 9-10 and Indian Design 9-12 enhance student understanding and affinity with Canadian native Indian culture and history as well as B.C. and Kwakuitl culture, art forms, and language.

Indian Studies 9

Prerequisite: none
Topical content: a survey of Indians in Canada, emphasis on B.C.
The social economic and cultural history. Past and contemporary issues relating to Indian Affairs .
Typical activities: Field trips to Kitamaat Village, museum, Ksan and Metlakatla, assorted guest speakers, films and slides. A survey approach to topics relating to Indians, past and present. Special interest projects.

Indian Studies 10

Prerequisite: none
Topical content: a survey of the Haisla culture. About half the course is spent on a study of the Haisla language.
Typical activities: Field trips, guest lecturers, reports and discussion.

Indian Design 9

Prerequisite: none
Required for: Indian Design 10
Open to: grade 9 and 10 students
Topical content: the study of the characteristics of Northwest Coast Indian art, and training in the artistic skills of drawing and painting to produce simple Indian designs. Original design encouraged.
Typical activities: drawing, painting, color theory, study of design rules of Indian art, lino cuts, stitchery, beading. Slides of Indian art shown.

Indian Design 10

Prerequisite: Indian Design 9
Topical content: continuation of Indian Design 9. Study of the characteristics of Northwest Coast Indian art and training in the artistic skills of drawing and painting to produce simple Indian designs. Students are encouraged to be original in their designs.

Typical activities: drawing, painting, color theory, design rules of Indian art, lino cuts, stitchery, beading. If supplies available carving and copper tooling will be introduced.

Indian Design 11
Prerequisite: none
Open to grade 11 students. Preference given to those students who have completed Indian Studies 10.
Required for: Indian Design 12.
Topical content: the courses Northwest Coast Indian Design 11 and 12 will cover study of Northwest Coast Indian art and training in the necessary artistic skills to produce Indian design in various media. Characteristics of Indian design will be studied.
Typical activities: drawing and painting skills, color theory, design - Indian design elements, wood sculpture, woodcuts, lino cuts, clay, beading. Slides of Indian art.

Indian Design 12
Prerequisite: Indian Design 11
Topical content: a continuation of Indian Design 11 - study of Northwest Coast Indian art and comparative Indian art.
Typical activities: continuation of drawing and painting, color theory, characteristics of Indian art studied, comprehension, Indian art symbols, silkscreen techniques, woodcarving, contemporary use of Indian design (pottery), weaving, spinning and dying wool.

For further information contact: Mr. George Neumann, Principal, Mount Elizabeth Secondary School, 1491 Kingfisher Avenue, Kitimat, B.C. V8C 1E9. Ph. 632-6174.

School District #80, Kitimat

Native Counsellor, Mt. Elizabeth Secondary School

(Counselling, Indian Language, Secondary)

There is a full-time Native counsellor at Mount Elizabeth Secondary School whose areas of responsibility are:

1. A resource person for teaching the Haisla language course.

2. Helping native students with their problems in

the school, specifically in regards to motivation, skipping classes, finding a sense of direction that is compatible with both home and school, finding behavior patterns acceptable while in the school and understanding how the system works and how the students fit into it.

3. Advising Mount Elizabeth staff in their handling of problems involving native students.
4. Attending administrative and department meetings when necessary and offering assistance as it pertains to the educational and personal welfare of the secondary native students.
5. Working closely with the Home School Coordinator in appropriate aspects of the native students educational program for the purpose of assisting more students through grade 12 and onto a job or post secondary training.
6. Participating in integrative and supportive services meetings.
7. Consulting with the Supervisor of Educational Services When Necessary In Order To Offer Assistance In Resolving Native Educational And/or Social Problems.
8. Taking part in local and/or outside professional development to increase his/her effectiveness in dealing with the native students, their parents and his/her fellow workers.

For further information contact: Mr. George Neumann, Principal, Mount Elizabeth Secondary School, 1491 Kingfisher Avenue, Kitimat, B.C. V8C 1E9. Ph. 632-6174.

Kitasoo Education Authority, Klemtu

Kitasoo Community School

(Band Operated School, Community Education, Indian Language, Curriculum Development, Teacher Aide, Elementary, Secondary)

Kitasoo Community School is a band operated school in the small community of Klemtu on the central coast of B.C.

The school enrolls approximately 100 students in grades K-12, the secondary grades being added gradually in recent years.

The school is administered by a Management Committee rather than solely by the Principal. The Management Committee includes the Principal and representatives of the Indian and non-Indian on the school staff. The Management Committee is responsible to the Education Authority or School Board.

The school has developed strong ties with all aspects of the community. The school employed on full-time, part-time or occasional basis over 40 community members during 1982. The community operates a sawmill under the direction of a community member who is also the shop teacher. Three of the teachers are community members, and there is a large number of local teacher aides.

Many school projects are carried on jointly between the school and the community. For example, a joint Salmonid Enhancement project has been underway for the past two years.

The school generally follows the B.C. curriculum and adapts it to the needs and environment of the community. Heiltsuk and Tsimshian language and culture are a part of the curriculum.

The goal of the school is to educate its own trades and professional people as much as possible in the community in the hope that they will return to the community to live.

For further information contact: Percy Starr, Chairman, Kitasoo Education Authority, Klemtu, B.C. V0T 1L0. Ph. Kitasoo Radio (via Campbell River) N69802.

Tsulquate Band, Port Hardy

Tsulquate Community School

(Band Operated, Elementary, Secondary)

The Tsulquate Community School has been band operated since September 1977. The school enrolls 46 students from pre-school, and kindergarten to grade 10. The school's main objectives are to provide Tsulquate students with a knowledge of their language and culture in addition to a thorough education in the core subject areas of Language Arts and Mathematics. Activities include field trips, camp outs, swimming and skating programs as well as the regular school hour instruction. A limited physical education program takes place in the community hall in the village. The native language, Kwakwala is taught for one half hour each day to all students. Most student evaluation is of the formal type. The main measure of the school's success is determined by the demonstration of success in the public high school. Students are prepared for re-entry to the public school system at the grade 8 level. The school maintains an informal relationship with the regular school system, and Tsulquate teachers often participate in some of the regular system's professional development activities.

The school's source of funding is the Department of Indian Affairs . It employs four full-time and two part-time teachers.

For further information contact: The Principal, Tsulquate Community School, P.O. Box 998, Port Hardy, B.C. V0N 2P0. Ph. 949-7851.

School District #85 (Vancouver Island North), Port Hardy

Extended Childcare Worker Program

(Academic Skill Development, Tutor, Elementary, Secondary)

The purpose of this program is to increase the academic quality and productivity of native children while they function in a regular classroom environment. Through additional attention by an adult within the classroom native children will show a significant increase in the understanding of academic activities.

The childcare workers attend to native children within the regular classroom environment to ensure task understanding and follow through. They help the children on a one-to-one or small group basis to reinforce and review appropriate skills, for example, vocabulary, speaking, oral reading and comprehension. They also teach extracurricular activities such as baking and sewing. Evaluation of the student's progress considers academic testing through pre- and a post-testing, attendance and attitude towards school. The program is partly monitored by regular meetings held with representatives from the Tsulquate, Port Rupert and Quatsino Bands, on the Tsulquate Reserve.

Three childcare workers are funded by 2.0 Special Approvals from the Ministry of Education. The program began in September 1979. The childcare workers are positioned at three schools - Port Rupert Elementary, Coal Harbour Elementary, and Port Hardy Secondary School.

For further information contact: The Principal, Fort Rupert Elementary School, P.O. Box 674, Port Hardy, B.C. V0N 2P0. Ph. 949-6518; or The Principal, Coal Harbor Elementary School, P.O. Box 10, Coal Harbor, B.C. V0N 1K0. Ph. 949-6590; or The Principal, Port Hardy Junior Secondary School, P.O. Box 27, Port Hardy, B.C. V0N 2P0. Ph. 949-7443.

Bella Bella Band, Waglisla

Bella Bella Community School

(Band Operated, Teacher Aide, Indian Language, Indian Culture - Traditional And Contemporary, Curriculum, Elementary, Secondary)

Bella Bella Community School, since 1976, has been a Band-controlled school. The original Education Committee, having negotiated transfer of responsibility evolved into a 10-member Band-elected School Board. As of April 1982 the School Board became a Society. Its formal name is Bella Bella Community School Society. Presently it enrolls over 300 students and employs a total of 32 teachers and administrators. Out of the 32, three teachers are Indian. All other positions are filled by community members.

The school's philosophy "to provide the best of both worlds" makes provisions for Provincial Core Curriculum. Several programs are adapted to meet the special learning needs/abilities of our students, incorporating Heiltsuk culture and offering learning opportunities to adults. Parental involvement is encouraged as much as possible.

A Teacher Aide Development Program provides an Aide in each elementary classroom. Most of the aides are also students of the U.B.C. part-time NITEP Program. Special aide programs provide for two library aides and an Industrial Education Assistant. There are three Home School Coordinators who work with the school and the community, and a Boarding Home Counsellor.

Cultural input is developed by the Cultural Center staff who provide staff with reference and resource materials. The school employs two Heiltsuk language instructors and a language aide in the Heiltsuk language program, which consists of 15 minutes instruction daily in all classes. The program is now offered as an optional course at the Secondary School. The Heiltsuk Social Studies Project, funded by the School Board, employs a researcher/writer, and an illustrator in developing materials primarily for elementary Social Studies. A Curriculum Committee consisting of teachers, Board members, curriculum coordinators and elders is involved in on-going curriculum development, testing and evaluation.

The past two years has seen a change in the Secondary Counselling Program from crisis intervention to program, career and guidance counselling. The 1981-82 year emphasized career education in conjunction with the Band's five year development program. The classroom content will be adapted from resource material of North Island College, Vancouver School District and Houghton Mifflin Company.

A successful Career Fair (80-81) has now become an annual part of planning the career program.

The Work Study/Work Experience program provides an opportunity for older students and those unsuccessful in the mainstream to complete Grade 10. The program uses many skills-oriented materials for English, social studies, mathematics and science to provide pre-employment programs, a legal awareness program, group counselling and a variety of job training experience. Some of the students from this program have transferred back into the mainstream with success.

Emphasis this year in the elementary school is on a skills checklist based on the B.C. curriculum. This skills checklist is also reflected in the four term reporting-to-parents procedure.

The Elementary School Program capitalizes on the strengths of the individual student and builds weak areas as indicated by the aforementioned skills checklist and nationally normed criterion testing. This work is facilitated by a very capable staff of Learning Assistants.

Other special programs include student orientation to post-secondary institutions, computer education, senior geography and history, geology, learning assistance, outdoor education, adult education and upgrading courses for secretaries.

The school is an excellent example of a Band Operated school doing a very effective job of adapting to the needs of the community.

For further information contact: Ms. Elizabeth Brown. Ph. 957-2381; or Ms. Patricia Dickson. Ph. 957-2378, Co-chairpersons; or Ms. Arlene Wilson, Bella Bella Community School Society, P.O. Box 879, Waglisha, B.C. V0T 1Z0. Ph. 957-2322.

NUU-CHAH-NULTH
(NOOTKA)

Ahousat Band, Ahousat

Home School Coordinator

(Home School Coordinator, Band Operated, Alternate School)

The Home School Coordinator position has been funded by the band since 1976. The Coordinator's work extends to students in the Boarding Home Program in Tofino, to secondary students attending Ucluelet High School, students at Ahousat Day School, and university or college students in Victoria or Port Alberni. The coordinator writes letters to the parents and visits them monthly. He liaises between parents, schools and students, and attends School Board meetings or other meetings pertinent to education in the area.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Mr. Lewis George, Resource Technology Alternate School, Ahousat, B.C. V0R 1A0. Ph. 725-3934.

Ahousat Band, Ahousat

Salmonid Enhancement Program

(Joint Project, Indian Culture - Traditional And Contemporary, Secondary)

This is a joint program between the Ahousat Day School and the Resources Technology Alternate School, which is located in the Ahousat Band Office. This project includes stream enhancement, access development, and the incubation of salmon spawn in the school using incubation boxes produced by the Resources Technology students from polyurethane and fiberglass. The education component includes biology instruction and related scientific concepts, as well as microcomputer applications. The project also includes a stream survey at the Atleo River and Anderson Creek, which is just beginning. The main resource person for the project is Trevor Morris, Fisheries and Oceans, Victoria.

For further information contact: Mr. Dave Townsley, Principal, Ahousat Day School, Ahousat, B.C. V0R 1A0. Ph. 725-3934.

Ahousat Band, Ahousat

Resources Technology Alternate School

(Alternate School, Band Operated School, Secondary)

This is a job skill training school directed toward the development of local resources. The course is designed for those students who wish to return to the mainstream or carry on with post-secondary education. Academic skills are directed to those needed to implement resource development. The courses reflect the local resources such as forestry (silviculture), fisheries, navigation, basic carpentry, net mending and handling, first aid, marine technology, community services, and cabinet making. It is hoped that a teacher training component will be added in the near future. Students may also enroll in courses through North Island College.

This course was developed in cooperation with Roy Haiyapis, Chief Counsellor of the Ahousat Band, the late Harry Cannon of U.B.C., and Noel Haines of B.C.I.T.

For further information contact: Mr. George Cook, Instructor, Resources Technology Alternate School, Ahousat, B.C. V0R 1A0. Ph. 670-9563.

Sheshalt Band, Port Alberni

Ha-ho Payuk Society School

(Band Operated School, Indian Culture - Traditional, Alternative School, Indian Language, Curriculum, Elementary, Secondary)

The Society operates an elementary school with classes from play school through grade 6. The school began in 1976 using resource material from the library and the Resource Center of School District #70. The students follow the provincial academic curriculum plus cultural enrichment classes. The pre-school children attend three 45 minute lessons weekly which include language and dance instruction plus other cultural material in the form of legends and stories. Grades 1-6 plus a high school alternate class attend four 20 minute cultural classes a week. The older students also participate in craft classes. Formal curriculum development began in 1980, administered through the band but with funds from a First Citizens' Fund Grant.

A curriculum developer was hired to develop teachers' resource handbooks and language teaching aids for the Nuu-chah-nulth language. He is also developing individual lessons for use by the language teachers. Eventually a complete curriculum for pre-school to grade 7 will be developed with emphasis on crafts, history, songs and dance, local legends and the Nuu-chah-nulth language. It is also a goal to have the classrooms reflect the Indian culture in appearance and organization. Jean Bullard has been the curriculum developer throughout the program.

In 1983 Suzanne Rose, a linguist, has been hired to teach grammatical structure to the five native language teachers. Within six months it is hoped that further language units for the resource handbooks will be complete and that language classes for adults will begin.

A five year goal is the production of a dictionary and further west coast alphabet material. More teacher's guides and teaching aids will also be produced.

This community education program is funded by the Band and the DIA and is administered by the Ha-ho-payuk Society.

There are 90 students and seven teachers including language and dance instructors, two teacher aides, a Home School Coordinator, and a school administrator.

An alternate class for high school students is also run by the society. This class is for dropouts from the regular system who still want to increase their education. A program in basic English, math, social studies and science is augmented by life skills classes and native culture classes. The enrollment fluctuates at about 15 students.

Some students study correspondence lessons.

The Home School Coordinator acts as a community counsellor half-time. She is responsible for students' family, educational and financial needs. She also keeps records of band children who are away from the reserve at other schools with cooperation from the Ministry of Education. Economic conditions in the Port Alberni area have forced many band families to look for work elsewhere.

For further information contact: Ms. Bev George, School Administrator, Ha-Ho Payuk School, P.O. Box 1218, Port Alberni, B.C. V9Y 7M1. Ph. 724-5542.

School District #70, Port Alberni

Coordinator of Indian Education

(Coordinator, Elementary, Secondary)

The Coordinator of Indian Education serves the overall educational and counselling needs of Native Indian students attending School District #70 schools. Among the functions of this position there are three major areas: liaison, facilitation, and assistance. The position is supported by a 1.0 Indian Education Approval from the Ministry of Education. The liaison function provides an important link between a broad range of organizations and individuals including federal and provincial agencies, school district staff and administration, Nuu-cha-nulth Tribal Council representatives, students, and parents regarding the needs of Indian students within School District #70's jurisdiction.

A second function, facilitation, includes inclusion and enhancement of native Indian oriented curriculum, in district schools, development of greater understanding and cooperation between the Native Indian community and the school system, and increased awareness of the needs of Native Indian students.

In the assistance function the Coordinator assists in the development, enhancement, and evaluation of operative and proposed activities and programs within School District #70. The Coordinator's services may be required at any level of the school district's structure. The coordinator also liaises with various levels of tribal structure as required or requested.

A more detailed job description is available from Mr. Walter F. King, Coordinator of Indian Education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Port Alberni

Junior Secondary Indian Education Tutorial Program

(Tutor, Secondary)

The Junior Secondary Indian Education Tutorial Program tailors learning assistance needs to individual, Native, secondary students. It employs one teacher, through a 1.0 Indian Education Approval from the Ministry of Education, whose time is divided between A.W. Neill Junior Secondary (60%), E.J. Dunn Junior Secondary (20%), and Mt. Klitsa Junior Secondary (20%).

Subject to evaluation and supervision by the Coordinator of Indian Education for School District #70, program objectives include:

1. provision of specific subject area assistance to 30-45 Indian students in grades 7 to 10 during small, weekly, group sessions of 1 or 2 hours duration;
2. extension of tutorial sessions, where required, for Native students with illnesses exceeding 1 day.

For further information contact: Mrs. Miriam Robinson, Indian Tutor or Mr. Walter King, Coordinator of Indian Education, School District #70, 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Port Alberni

Redford Preventative Indian Education Program

(Academic Skill Development)

The Redford Preventative Program is primarily aimed at increasing vocabulary and improving academic skill development and is a supportive program which gives additional impetus to the ideas and skills presented by the regular classroom teacher. It employs one teacher who is funded by an 0.5 Indian Education Approval . The weekly enrollment for this teacher will be about 13 pupils. Throughout the year approximately 40 Native students will have been involved.

Specific objectives are to improve performance in the areas of: fine motor coordination, visual perception, auditory perception, reading expression, language development, spelling, handwriting, arithmetic mechanics, and math concepts. These objectives are being met with the aid of teacher-made and commercial materials and tests including among others: The Sounder Program, Mannings Sight Word Game, phonic exercises, flash cards, filmstrips, library books, Basal Readers, Sprint readers, Ginn 720 Readers, Language Master exercises, visual aids and cassette recordings. In addition, there is on-going planning for field trips and classroom guests.

Frequent consultations take place with the regular teachers to ensure continuity of methods and materials when the students are back working in the regular classrooms. Pupils are encouraged to come for extracurricular activities at noon, recess and after school. Contact is also made with the home for additional support and encouragement for the children.

The pupil's progress is carefully monitored and evaluated. Accurate records are maintained so that written reports are available for parents. Much care is taken to ensure pupils, parents and teachers are aware of the performance goals and successes the individual pupil makes in attaining these objectives.

For further information contact: Mr. Bruce Browne, Principal, or Ms. Mary Beil, Indian Education Teacher, Redford Elementary School, 4841 Redford Street, Port Alberni, B.C. V9Y 3P3. Ph. 723-7212; or Mr. Walter King, Coordinator of Indian Education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Port Alberni

Sproat Elementary Preventative Indian Education Program

(Learning Assistance, Assessment, Language Arts, Math, Elementary)

The Sproat Elementary Preventative Indian Education Program is a primary oriented learning assistance program. It employs one teacher through an 0.5 Indian Education Approval from the Ministry of Education, and is learning assistance oriented.

At the request of the classroom teacher, or by an Assessment Center referral, students are tested using Peabody Picture Vocabulary, P.I.A.T. and Boehm Concepts tests and are ranked according to level. According to that ranking, individuals or small groups are withdrawn from regular classes 3-4 times per week for 1/2 - 3/4 hour sessions.

Sessional instruction concentrates primarily on oral language skills and secondarily on mathematics, reading, and phonic skills. Developmental aids used in the program include:

1. Distar Language: Levels 1 and 2
2. Boehm Concept Kit
3. S.R.A. Corrective Reading modules
4. The *Math Their Way* Program.

Peripheral enrichment activities include language development reading, music, art, cooking, gardening and field trips.

The Native students involved are evaluated at regular intervals and placed after consultation with classroom teachers in recommended classrooms and activity settings.

For further information contact: Mr. R. Erickson, Principal or Mrs. Janice Nairne, Indian Education Teacher, Sproat Elementary School, 7941 Sproat Lake Road, Port Alberni, B.C. V9Y 7L7. Ph. 723-3862; or Mr. Walter F. King, Coordinator of Indian Education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Tofino

Wickaninnish Preventative Indian Education Program

(Academic Skills Development, Elementary)

The Wickaninnish Preventative Indian Education Program is funded by a 1.0 Indian Education Approval from the Ministry of Education. The program provides academic skill development opportunities for children whose pre-school and/or kindergarten experience has been limited. The purpose of the program is to support native children to continue in the mainstream program.

Program objectives include:

1. to provide a small group setting, for part of the day, where as much individual attention as possible is made available to each child;
2. to provide a structural but stimulating environment for learning;
3. to encourage positive behavior and to motivate learning through praise and reward;
4. to foster the development of self esteem through pride in achieving at the child's individual level;
5. to use diagnosis to determine where difficulties lie;
6. to help the children cope with the year one

curriculum.

Approximately 10 native students are enrolled yearly and benefit from the extensive classroom teacher's experience, a variety of management techniques as well as DISTAR reading and language programs.

For further information contact: Mr. George Allen, Principal or Sister Anita Tavera, Indian Education Teacher, Wickaninnish Elementary School, P.O. Box 119, Tofino, B.C. V0R 2Z0. Ph. 725-3314; or Mr. Walter F. King, Coordinator of Indian Education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Tofino

Wickaninnish Alternate Indian Education Program

(Academic Skills Development, Life Skills, Elementary)

The intermediate students enrolled in this program at Wickaninnish Elementary School in Tofino have academic skills which require upgrading. Without this special assistance the students would experience difficulty and frustration in regular classes. The Wickaninnish Life Education registers 10 intermediate age children. Most enter the program after experiencing subject failures. Many are two or more grades behind and have a history of poor attendance. Instruction is designed to help them develop as many academic skills as possible. Many teachers work with the students to provide a variety of teaching approaches and styles. Academics are supplemented with as many community/work type experiences as possible. This gives a definable purpose to core subject matter. The chance to experience some success in their every day school activities, learn about job experiences and the importance of applying academic skills on the job is an awakening worthwhile experience for many of the students. Their attendance and self image show improvement. Many who would otherwise drop out continue into secondary school and enroll in the Life Skills class at Ucluelet Secondary School.

One teacher is funded by 0.5 Indian Education Approval from the Ministry of Education. This program began in September, 1978.

For further information contact: Mr. George Allen, Principal or Mr. Randy Fielder, Indian Education Teacher, Wickaninnish Elementary School, P.O. Box 119, Tofino, B.C. V0R 2Z0. Ph. 725-3314; or Mr. Walter King, coordinator of Indian Education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Ucluelet

Ucluelet Elementary Preventative Indian Education Program

(Learning Assistance, Language Arts, Math, Elementary)

The purpose of the program is to intervene at the primary level with intensive language arts and arithmetic skill development strategies. An Indian Education Approval from the Ministry of Education provides funding. The program was established in September 1979 at Ucluelet Elementary School.

Daily, 18 to 20 students are seen on an individual and small group basis to receive help in all aspects of the language arts and arithmetic. The program involves a great deal of review and reinforcement in all academic areas. Alphabet names, sounds and sight words are constantly reviewed. Blending techniques are practised. Time is spent doing sequencing activities and in oral language and vocabulary development. Basic math concepts such as counting, adding and subtracting are reviewed. The children have a good attitude, are cooperative and eager to learn. Diagnostic and achievement tests in sight vocabulary, phonics, reading comprehension and word attack skills are administered at the beginning and end of the year to determine the rate of growth and the type of assistance each child requires.

For further information contact: Mr. D. Hudson, Principal or Mrs. Theresa Oye, Indian Education Teacher, Ucluelet Elementary School, P.O. Box 669, Ucluelet, B.C. V0R 3A0. Ph. 726-4442; or Mr. Walter King, coordinator of Indian Education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Ucluelet, Ucluelet Secondary Alternative Indian Education Program

(Alternate School, Secondary)

The Ucluelet Secondary Alternate provides upgrading of student skills at the junior secondary level. It employs one teacher through a 0.5 Indian Education Approval from the Ministry of Education and stresses academic skills upgrading, improvement of life skills, success oriented school experiences, and preparation for entry into mainstream junior-secondary programs. Through pre-testing selection students are placed in an intensive, self-contained, program of computation and communication skills upgrading which occupies 50% of their time. Positive school and pupil/teacher relationships are built through:

1. Individualized attention,
2. Daily practice in reading which is appropriate to the student's abilities,
3. Assistance in core academic areas such as English, Math, Social Studies and Science.

Remaining study time is occupied by skill development in wood working, metalworking, physical education, art, sewing and cooking. Academic skills post-testing evaluates the student's preparation for progress in regular programs. Consultation between the program instructor, administration and other school staff combine to ensure that the intensive and individualized nature of the program continues to increase student interest and readiness and reduce absenteeism.

For further information contact: Mr. Sam Frketich, Principal or Mr. Pat Lesle, Ucluelet Secondary School, P.O. Box 40, Ucluelet, B.C. V0R 3A0. Ph. 726-4461; Or Mr. Walter F. King, Coordinator of Indian Education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

School District #70, Ucluelet

Ucluelet Senior Secondary Indian Education Tutorial Program

(Tutor, Secondary)

The Ucluelet Senior Secondary Indian Education Tutorial Program is funded by a 0.5 Indian Education Approval funded by the Ministry of Education. Approximately 26 Native students are tutored in the following subjects: English, Social Studies, Mathematics, Science, Accounting, Business English, Shorthand, Typing, and Machine Calculations. Participating students are tutored mainly during the student's elective time blocks and not during their constant time blocks. This tutorial program is offered by five participating teachers.

For further information contact: Mr. Sam Frketich, Principal, Ucluelet Secondary School, P.O. Box 40, Ucluelet, B.C. V0R 3A0. Ph. 726-4461; or Mr. Walter F. King, coordinator of Indian education, School District #70 (Alberni), 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph. 723-3565.

TSIMSHIAN

School District #88 (Terrace) Hazelton, Kitwanga Terrace Home School Coordinators

(Home School Coordinator, Elementary)

Four Home School Coordinators are funded by 2.0 Special Approval from the Ministry of Education. The program addresses Home-School communication and attendance. The aim is to increase the number of positive School/Parent and School/Band office meetings; the number of requested and unrequested visits of parents to school; the number of visits of principals and teachers to homes and Band meetings; and to increase student attendance.

Native Indian children often encounter difficulties with school because of cultural differences. Problems which may arise include alienation and indifference, poor communication, poor academic progress, and poor attendance. Often these problems can be diminished if someone with a good understanding takes the time for individual counselling involving the home, and increasing understanding within the triangle of home, student and school. This is the job of the Home School Coordinator.

The Home School Coordinators monitor students in class and privately counsel them at school and at home. They take an intermediary role in student-teacher and parent-teacher meetings. They communicate to the Band office the school's point of view; to the parents the requirements and rationale of the school; and to the school the difficulties which individual homes and children are going through. They assist and ensure the school's interest in the roles of the social workers and the health nurse.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Home School Coordinator, Skeena Junior Secondary School, 3411 Munroe Street, Terrace, B.C. V8G 3C1. Ph. 635-9136; or Home School Coordinator, Hazelton Secondary School, P.O. Box 300, Hazelton, B.C. V0J 1Y0. Ph. 842-5214; or Home School Coordinator, Kitwanga Elementary Junior Secondary School, Box 88, Kitwanga, B.C. V0J 2A0. Ph. 849-5484; or Home School Coordinator, John Field Elementary School, P.O. Box 240, Hazelton, B.C. V0J 1Y0. Ph. 842-5313.

School District #88 (Terrace), Hazelton, Kitwanga

Grade 7 Adjustment Program

(Academic Skills Development, Elementary, Secondary)

Federal Indian Day schools operate from pre-schools to grade 6 in the Hazelton, Kitwanga area. Students at the grade 7 level enter John Field Elementary School though not without problems. Many of these students have not attained the same standard of education and level of conduct that is expected of other grade 7 students.

The problem is twofold. On the one hand the incoming day school students require much of the teacher's time to upgrade their skills and behavior and, on the other hand, the remaining grade 7's suffer because of the extra burden placed on the teacher. One way of improving the situation is to reduce class size at the grade 7 level.

For further information contact: Principal, John Field Elementary School, P.O. Box 240, Hazelton, B.C. V0J 1Y0. Ph. 842-5313; or Principal, Kitwanga Elementary Junior Secondary School, Box 88, Kitwanga, B.C. V0J 2A0. Ph. 849-5484.

School District #88 (Terrace), Hazelton

John Field Elementary Language Development Class

(Language Arts, Elementary)

The objective of the Language Development class is to improve students' understanding and use of the English language so they may cope more effectively with mainstream curricula. Low enrollment is maintained in the class so that maximum individual benefit can be achieved. Most of the students involved are at the grade 1 level though some grade 2 students may take part.

Language development is emphasized and facilitated through group patterned practices, individual oral and aural practice, and a relaxed supportive classroom environment. Specific objectives are:

- to improve the level of receptive and expressive verbal language of the students enrolled;

- to improve reading, printing and spelling skills at an accelerated rate;
- to improve students' concept of self as a public speaker and social talker in a classroom environment; and
- to increase the amount of spontaneous standard English spoken in the school day.

Special Approval funding is supplied by the Ministry of Education.

For further information contact: Ms. Judy Luxton, Language Development Teacher, John Field Elementary School, P.O. Box 240, Hazelton, B.C. V0J 1Y0. Ph. 842-5313.

School District #88 (Terrace), Hazelton

Hazelton Secondary Tutorial Program

(Tutors, Academic Skills Development, Secondary)

The threefold purposes of the program are to improve academic performance, to provide a quiet supervised study environment, and to develop effective study skills in as many students as possible.

Secondary students are being offered tutoring in class assignments during the evening hours. The program focus is native Indian students but any student is eligible. The program is being offered four evenings a week. One to one tutoring has been given on a rotating basis in Hazelton Secondary School by tutors with expertise in English, Social Studies, Math and Science. Local teachers have been hired as the tutors. Attendance has varied from one or two students to over 25.

The program is funded by 0.5 Special Approval from the Ministry of Education.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School, P.O. Box 300, Hazelton, B.C. V0J 1Y0. Ph. 842-5214.

School District #88 (Terrace), Hazelton

Employment Orientation Program - Occupational

(Pre-Employment, Secondary)

Five years ago School District personnel revamped the Ministry's Grade 8-10 Occupational Program. Life skills, vocational preparation, and work experience have become integral portions of the program. High profile community work, and a large variety of guest speakers, community-school meetings, and extensive involvement of Tribal Council Personnel characterize the program. The core subjects consist of Basic and Applied Math Skills, Basic and Applied Communication Skills, Basic Applied Science, Physical and Health Education and Social Studies (emphasis on local studies). There is much mainstreaming in the elective areas, and in physical and health education.

In 1981-82 the program was expanded to include Grade 11 and, during 1982-83, to include Grade 12. Approximately 40 students are enrolled in the Grade 8-12 program with a possible seven graduates this June 1983. The senior years encompass similar content to the junior years but include as well Consumer Education 11/12, Tutorial 11/12, and a total of 12 weeks of work experience in May and June.

The program is populated by both native and non-native students although the former predominate.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School, P.O. Box 300, Hazelton, B.C. V0J 1Y0. Ph. 842-5214.

School District #88 (Terrace), Hazelton

Indian Art Instructor

(Art, Indian Culture - Traditional, Elementary)

The program aims to gain acceptance from students and teachers for Gitksan art as a permanent addition to the school curriculum and to develop in non-Indian students an acceptance of an aspect of the local Indian culture.

Over the past three years the Hazelton itinerant art instructor has travelled to all the elementary and secondary public schools in the Hazelton and Kitwanga communities supplementing art programs. Owing to funding cutbacks the Art Instructor now visits only John Field Elementary School. Instruction in woodcarving and other forms of Indian art have been provided. Instruction has been given to small groups of students on an optional basis in 2-3 dimensional design, drawing, painting, and carving. Gitksan names, legends and history are introduced through the art instruction. Since inception in 1977 the program has matured and interest in it has increased. The demand in both communities was such that an Indian art instructor was requested for each community. Unfortunately, funding was not available.

For further information contact: Mr. Victor Mowatt, Indian Art Instructor, John Field Elementary School, P.O. Box 240, Hazelton, B.C. V0J 1Y0. Ph. 842-5313.

School District #88 (Terrace), Hazelton

John Field Aide Program

(Learning Assistance, Elementary)

The John Field Aide Program is designed to provide support and aid to individuals and groups of students at various grade levels who require more than learning assistance approaches. Even with the support of a Learning Assistance Teacher some students' academic abilities and skill levels make it difficult for them to function effectively in the regular classroom. Programs designed for these students by the Learning Assistance Teacher in cooperation with the classroom teacher have little chance of success in the classroom without the on-going support of an aide.

There are other bonuses connected with hiring an aide. Since Kitwanga Elementary Junior Secondary School and John Field Elementary School both enroll a high percentage of native Indian students, it is desirable that Indian adults are a visible part of the education process. Indian children must be able to look to Indian adults as models within the school system. If aides are carefully selected, the position could provide the first step in the teaching process for an Indian to become a teacher or a valuable resource person. Indian adults need experience such as an aide position in order to grow in skill development and in confidence. Indian culture and language programs are continually in jeopardy because of the lack of resource people with some confidence of working in a school setting. Over the years the aide positions should create a pool of Indian resource people. Hiring Indian aides should have a positive effect on the relationship between the school and the community. However, funding cutbacks have reduced the program of Learning Assistance aides to one school, John Field.

For further information contact: Principal, John Field Elementary School, Box 240, Hazelton, B.C. V0J 1Y0. Ph. 842-5313.

Kispiox Indian Band, Kispiox

Kispiox Elementary School

(Band Operated, Community Education, Home School Coordinator, Elementary)

The Kispiox Elementary School began in September 1981 and is administered by the Kispiox Indian Band. The Kispiox School's short term goals are to:

1. guide students to establish responsible behaviours and to ensure optimum learning conditions.
2. use an integrated approach to holistic child development.
3. teach problem solving skills
4. get to know parents on a formal and informal basis
5. make the library more accessible to the community

The school's long term goals are to:

1. fulfill the goals as outlined by the Kispiox Education Committee
2. provide child centers, learning environments which focus on the social, emotional and academic needs of the children
3. meet and surpass the B.C. Provincial

Requirements in all subject areas

4. develop and establish Kispiox language and culture programs as part of the school curriculum
5. work towards community school ideals, that is to try to involve community members in dealings with the school and to offer programs at night for the village members.

The school employs 12 full-time teachers and two half-time teachers in addition to a Principal. Total student enrollment is 178.

The school follows the provincial curriculum with incorporated language instruction. Textbooks in use are similar to those used by School District #88.

The Kispiox School's approach consists of a conscious group effort to promote student independency and responsibility. Teachers employ the integrative subject approach whenever possible to make student learning more meaningful. Writing is especially emphasized. Writing as a project is used throughout the school. The community school operates a cross country skiing program. On Tuesday and Thursday nights from seven to nine, tutorial services are offered to high school students.

Night classes in Math up-grading occur once a week on Wednesday from seven to nine. Photography, knitting, and pottery courses are also offered once a week, with teachers and community members volunteering as instructors.

The School Board is made up of six people from the community, who do the hiring and firing. They negotiate funding with the Indian Education Authority or the Department of Indian Affairs . The school also maintains a Parent Teachers' Association, which helps with fund raising for student field trips.

The Band employs a Home School Coordinator who looks after the post-secondary, secondary, elementary, adult education and alternate school students.

An assessment of the Kispiox School was conducted in 1982 by personnel from a North Vancouver School District. They used an assessment model designed for smaller community schools, which provides a comprehensive view of the school, its philosophy and its relationship with the community. The team made several recommendations which the Kispiox School has been eager to implement.

For information on the evaluation contact Mr. Robert Dick, Coordinator for Adult and Community Education, School District #44, 721 Chesterfield, North Vancouver, B.C.

For further information contact: Keray Wing, Principal, Kispiox Elementary School, Hazelton, B.C. V0J 1Y0. Ph. 842-6148; Or Mr. Jim Angus, Band Education Administrator, Kispiox Band Office, P.O. Box 325, Hazelton, B.C. V0J 1Y0. Ph. 842-5248, 842-5249.

Kitsegukla School, Kitsegukla (Hazelton)

Home School Coordinator

(Band Operated School, Home School Coordinator, Elementary, Secondary)

The appointed band member is responsible for liaison between students, parents, school personnel and the Band. The students number 94 elementary, 63 high school, 3 university and 14 college students. There are also some older students away at private educational institutions (bible colleges, training programs).

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Mr. Rudy Tyson, Principal, Kitsegukla Federal School, 21 Seymour Avenue, R.R. #1, South Hazelton, B.C. V0J 2R0. Ph. 849-5739.

Kitsegukla School, Kitsegukla (Hazelton)

(Band Operated School, Indian Culture - Traditional, Indian Language, Pre-school, Elementary)

This school is DIA funded but is administered by the Band. There are 97 students from nursery to grade 7 enrolled. Six teachers are employed by the DIA and 1 and 1/2 aides employed by the Band. The Band also employs a full-time Home School Coordinator, language and art instructors. The Band has a School Administrator and secretary who work with the principal and teachers.

Gitksan Studies is a cultural enrichment program which includes language, art and drama. The purpose is to bring the native culture into the school system through direct contact with the parents and the community. The project began in September 1978 and is administered by the Kitsegukla Native Society. Tilly Wilson teaches a native art project to the students. The language program uses materials developed by Bruce Rigsby and some workbooks developed by Vicki Jensen and J. Powell. At the pre-school and primary level the emphasis is learning basic sounds and vocabulary. From grades 2 to 7 increasing emphasis is put on writing the language as well as oral skill. Tapes of Gitksan stories made when Elders visit the school are used extensively.

For further information contact: Mr. Rudy Tyson, Principal, Kitsegukla Federal School, 21 Seymour Avenue, R.R. #1, South Hazelton, B.C. V0J 2R0. Ph. 849-5739.

Gitanyow Band, Kitwancool

Home School Coordinator

(Band Operated School, Home School Coordinator, Elementary, Secondary)

This position has been split between two half-time workers. One worker concentrates on working with the elementary school children, their families and teachers, and the other works with the senior students who are at school in Hazelton. At the beginning of the year the Coordinator introduces herself to the students, parents and teachers. She observes classes in session, holds individual conferences with teachers and counsellors. She keeps attendance and progress files for each student. She assesses personal, financial and educational needs and desires of students. She attends Band meetings and consults with the Probation Officer and Learning Assistance teacher if necessary.

More detailed information on the Home School Coordinator role is provided in Appendix A.

For further information contact: Ms. Peggy Mercer, Band Clerk, Gitanyow Band Office, Kitwanga, B.C. V0J 2A0; or Ms. Peggy Smith, Home School Coordinator, Gitanyow Band Office, Kitwanga, B.C. V0J 2A0. Ph. 849-5675.

Gitanyow Band, Kitwancool

Gitanyow Elementary School

(Band Operated School, Indian Culture - Traditional, Indian Language, Elementary)

Gitwanyow Elementary School is a Band Operated Elementary School at Kitwancool. It is governed by a four member Education Committee.

The Committee re-introduced native culture components into the school. The Band has hired a part-time local (West Gitskan dialect) language instructor, a part-time native art instructor and a full-time aide to work with the five teachers and the 60 children in nursery class to grade 6. The school is financed by the DIA.

The teachers develop their program using Bruce Rigsby's Dictionary and Writing System and Workbooks prepared by Jay Powell and Vicki Jensen. Local dialect is introduced. The younger children have 15 minutes a day instruction and the older students (grade 3+) receive 1/2 hour daily.

The art lessons are weekly. One hour lessons are given to the Primary children and the older children have a total of 2 hours art instruction per week.

The Education Committee is working with the Health and Home Care person to develop material to teach health, food preparation and preservation. The committee is also working at re-organizing the cultural awareness program that took the students into the outdoors to learn traditional food and materials preparation.

For further information contact: Mr. Frank Brown, Principal, Gitanyow Elementary School, Kitwanga, B.C. V0J 2A0. Ph. Band Office 849-5675.

School District #88 (Terrace), Kitwanga

Gitskan Studies II

(Indian Culture - Traditional, Indian Language)

Gitskan Studies II is a language and cultural enrichment program focussing on the local Gitskan dialect and cultural practices. Oral Gitskan fluency and enhanced appreciation of the area's rich native Indian heritage are emphasized. Cultural aspects such as hunting and trapping, relationships between the student, school and Indian community, and Northwest Coast Indian Art are investigated and form an integral part of the program. The program now operates in grades 1-7 on an optional basis and is open to all students who have parental consent.

The materials used are designed for the Kitwanga area and reflect the distinct dialect and common cultural heritage of the Kitwanga, Kitwancool and Kitsegukla people. The four basic texts to be used at the different grade levels are, basically, illustrated cultural dictionaries (similar to the Gitsanimx for kids books) which are supplemented with teaching tapes, and each pupil may work in the text and keep it on completion of the course. The text contains words written in the modern Gitksan form as well as in the traditional manner desired by Kitwancool in addition to English. The texts have been prepared by Dr. J. Powell and V. Jenson from the Department of Anthropology, U.B.C., in conjunction with the Band Councils and the Elders of the Bands. The Kispiox Band Council has received a Special Approval (in the form of a direct grant) from the Ministry of Education to prepare and publish the two final books in the Gitksan language texts/workbooks for use in School District #88. Many pictures of the children presently attending Kitwanga Elementary Junior Secondary School have been included in the texts. In addition to the above materials, the materials prepared by Susan Marsden for School District #88 are used as part of this program.

For further information contact: Mr. Don Gordon, c/o Kitwanga Elementary School, P.O. Box 88, Kitwanga, B.C. V0J 2A0. Ph. 849-5484.

School District #92 (Nisgha), New Aiyansh

Indian Education Programs

(Curriculum, Indian Culture - Traditional And Contemporary, Indian Language, Teacher Aide, Elementary, Secondary)

Bilingual/Bicultural Program)

The objective of the program is to promote the teaching of the Nisgha language and culture as an integral part of the basic education program of the district.

The Bi and Bi Program is administered by the Bilingual/Bicultural Coordinator who reports to the Superintendent. The primary function of the Coordinator "... is to ensure the successful perpetuation of the Bilingual/Bicultural Program." More specifically, the main concerns are defining objectives of the program, leading the development of the program curriculum and resource materials, visiting and assisting in Nisgha language classrooms, advising principals on the cultural infusion program, promoting the development of Nisgha Bi and Bi personnel, supervising program budget, and providing liaison of the program with the school district.

The Bi and Bi program staff include a Nisgha language specialist, a curriculum development specialist, a Nisgha language worker who is a fluent Nisgha speaker and who has learned linguistic techniques on the job, and a materials development worker who prepares some of the curriculum materials and carries out sorting and organizing of Nisgha cultural information. In 1982-83 a Curriculum Implementor was appointed whose function is to increase the use of culturally relevant materials in the classrooms.

The Bi and Bi Program also employs seven Nisgha language assistants and a Nisgha language teacher on a Letter of Permission to teach the Nisgha language classes. The Nisgha language assistants are also expected to assist in the cultural infusion of other courses.

Nisgha Language Program

The preparation of the Nisgha language section has been given the higher priority in the Bi and Bi program. The first draft of the courses from kindergarten to grade 12 are virtually complete. In addition, some reference materials on the grammatical structure and a large word list for a future dictionary have been prepared. A Nisgha language teacher's guide, many resource materials (especially pictures), and a scope and sequence chart have been prepared. The objectives of th Nisgha language section are:

1. to develop and improve comprehension of spoken Nisgha, including a wide range of patterns: instruction, commands, explanations, questions, narrations and descriptions.
2. to develop an ability to speak the language with accurate pronunciation and intonation with the highest possible degree of fluency.
3. to develop the ability to think in Nisgha.
4. to develop skill in reading Nisgha, both oral and silent.
5. to develop skill in writing Nisgha so that it will be used for such things as preparing speeches, writing for newspapers, and transcribing tapes of stories and meetings.
6. to stimulate an interest in and a knowledge of the Nisgha culture.

Nisgha language instruction is given in every elementary classroom in the district. The Nisgha language assistants provide this instruction in daily 20 to 30 minute sessions.

Cultural Infusion

The cultural infusion section of the Bi and Bi program has concentrated on: the collection of primary material related to the Nisgha culture, especially traditional culture; the production of classroom materials, particularly picture sets to use in social studies; the development of a detailed plan for infusion of Nisgha culture into the provincial social studies curriculum to grade 6; and the development of a scope and sequence chart for infusion of Nisgha culture into other curriculum areas.

The cultural infusion process is the responsibility of the principals who benefit from the advice and assistance of the Bi and Bi coordinator and resources provided by the Bi and Bi office. Individual teachers are encouraged, but not required, to use the cultural infusion suggestions and materials in their classes. The Nisgha language assistants are to assist teachers with the cultural infusion, when requested and as their time permits.

For further information contact: Mr. Eric Bansgrove, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph. 635-3678, 683-2228.

School District #92 (Nisgha), New Aiyansh

Nisgha Language Teacher Training Program

(Indian Language, Teacher Aide, Adult Education)

There have been three aspects to the training on the Nisgha language assistants. The first aspect was a three month on-the-job training program in 1978. The training concentrated on skills for teaching the Nisgha language and included the Nisgha writing system, methodology, classroom management, lesson preparation, materials development, and translation.

The second aspect of the training is the Nisgha Language Assistant's Training Program which was carried out in cooperation with the University of British Columbia. The training program consisted of eight one-week sessions with a variety of instructors and resource people. Topics emphasized general teaching skills and background including classroom management, communication skills, child development, grading, planning, and teaching language arts.

The third aspect is the new part-time NITEP center. Fourteen students are participating in Indian Education and English 101, both part of the U.B.C. extension program in 1982-83.

For further information contact: Mr. Eric Bansgrove, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph. 635-3678, 683-2228.

School District #92 (Nisgha), New Aiyansh

Home School Coordinators

(Home School Coordinator)

There are three Home School Coordinators whose roles are to ease friction between parents, child, and school. Two of the coordinators visit the group homes to ensure contact is kept between student boarders and their families.

Group Homes

There are six group homes for the use of student boarders. There are 60 students from Prince Rupert and Kincolith residing in five of the homes on a full-time basis. In winter when weather conditions deteriorate, an additional 35 students from Greenville reside in the group homes.

For further information contact: Mr. Eric Bansgrove, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph. 635-3678, 683-2228.

School District #92 (Nisgha), New Aiyansh

Special Programs

(Gifted, Teacher Aide, Alternate, Elementary, Secondary)

Gifted Program

In 1982-83 the Learning Assistant in the Nisgha Elementary School (NESS) has instituted a Gifted Program for students from Grades 1 through 7. This program is showing great success and now discussions are underway to extend this program.

Special Education

In a small school district exceptional students pose a difficult problem. Without a philosophical base, the problem is insurmountable. In the Nisgha district the philosophy that, where possible, all exceptional children shall be serviced in-district and within the regular class, has been adopted.

At present several children with special needs are attending regular classes with the help of special aides. In addition, there are two children who receive teaching from the teacher of the sight impaired in the adjoining district, Terrace.

Transitional Class and Work Exploration Program

The secondary school in Nisgha Elementary Secondary School meets the needs of a small group of low achieving students. This is done by means of a grade 8 transitional class. The students in this class have small group instruction in academic subjects and are mainstreamed for other subjects.

In grades 9, 10, 11, and 12 these students enter the Work Exploration Program. This program enables students to explore work opportunities in the community. Students spend five days with an employer. The students have four such opportunities at a variety of experiences in the community. Opportunities offered are in the general store, maintenance, forestry, gas station, etc. As well, these students have instruction in academic and non-academic subjects.

Career Preparation

In 1982-83 Nisgha Elementary Secondary School is offering two career exploration opportunities, mechanics and commerce, to grade 11 students.

Both courses have been well received and will be extended to grade 12 next year.

For further information contact: Mr. Eric Bansgrove, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph. 635-3678, 683-2228.

School District #52, Prince Rupert

Home School Coordination Program

(Coordinator, Home School Coordinator, Elementary, Secondary)

The purpose of this program is to provide additional support services for native students in our school district in order to achieve social integration and academic success. The five Home School Coordinators in this program work very closely with school administrators, counsellors and teachers as resource persons, helping to develop a greater cultural awareness among school staff members and assisting them in the provision of equal educational opportunities and sufficient support services for all students. (See General Description.)

They also serve as counsellors to students in the following ways:

1. assisting them in the development of skills necessary to function optimally in a school setting.
2. helping students in their understanding of the school system.
3. aiding students in their relationships with school personnel and other students.
4. offering to listen to any problems of concern to students and be ready and knowledgeable to refer students to academic counselling resource persons and/or the appropriate agencies.
5. encouraging students to develop career goals and assisting them in their education and career plans.

The Home School Coordinators help parents in their understanding of the school system and in the two-way communication between home and school. They also develop ways of increasing parental involvement in the education of their children.

The following staff members are involved in this program:

Coordinator of Home School Coordination Program

This is a provincially funded full-time position. The person in this position acts as a school district staff resource person, the supervisor of the Home School Coordinators and the Home School Coordinator for approximately 400 off-reserve native students in the secondary schools of Prince Rupert, concentrating on approximately 100 students bussed from Port Edward village daily.

Home School Coordinators for Hartley Bay, Kitkatla and Port Simpson students in the Prince Rupert Senior Secondary School. The three village Band Councils that board their grade 11 and 12 students in private homes in Prince Rupert while in attendance in school hire three full-time Home School Coordinators. They manage both the Boarding Home Program and the Home School Coordination Program. This boarding home program is the only one of its kind in the province. The Home School Coordinators help parents place and supervise approximately 60 students in private boarding homes. They also make regular trips to meet with their Band Councils and student's parents in the villages and to facilitate communication among parents, boarding home parents, students, Band Councils and school district personnel.

Home School Coordinator for Metlakatla Students.

Metlakatla Band Council hires a full-time Home School Coordinator to supervise approximately 30 students who ride the ferry each day to Prince Rupert to attend school; to work as Home School Coordinator and teacher aide in the schools; to supervise the boarding home program.

Due to the nature of this program, evaluation is purely subjective; however, since its inception there has been a greater number of graduates and a fewer number of dropouts among our native students.

For further information contact: Pat Cox, Booth Memorial Junior Secondary School, School District #52 (Prince Rupert), 500 Hays Cove Circle, Prince Rupert, B.C. V8J 3W1. Ph. 624-5112.

School District #52, Prince Rupert

Native Indian Education Policy - Overview

(Indian Studies, Academic Skills Development, Elementary, Secondary)

The School Board of School District #52, which serves about 4,000 students, 1,300 of whom are of native Indian ancestry, has developed an integrated policy of Native Indian Education. Two major goals set out in this policy are to incorporate Native Studies Units at all grade levels and to facilitate native Indian teacher training. Input and evaluation of the policy is supplied by such organizations as the Indian Education Advisory Committee, the North Coast Tribal Council Education Committee, and local native Indian groups. In concert with this integrated policy, numerous programs have been developed.

There is a transition program for all grade 8's attending Booth Junior Secondary. All grade 8 classes have English, math and social studies from the same teacher. This program has really been successful in helping grade 8's adjust from the elementary to the secondary level. There have not been the attendance problems experienced in the past. Independent Studies enrolls two groups of 15 students who can complete their grade 9 on this program. Approximately two-thirds of the students are native. Some students are on the program solely to complete grade 9 courses they failed, while others are students unable to cope on the regular program. The Alternate School attached to Booth Memorial Junior Secondary has about two-thirds native students. This program has been effective in providing students who would have dropped out of the system with an opportunity to complete their grade 10 and go to the Senior Secondary, go to work, or go on the vocational training. The Native Art course at Booth Memorial Junior Secondary has its learning objectives directed to the cultures of the Haida, Tsimshian and Nishga. This grade 9/10 elective can be taken concurrently with grade 9/10 art classes. Teachers at Prince Rupert Senior Secondary are developing units on Northwest Coast Design for Textile Arts and Crafts 11 and on Native Indian Foods for Foods and Nutrition 12. Students in Law 11 are given the opportunity of working on individual projects related to how the law affects native Indian peoples.

For further information contact: Mr. Jack Lowe, Superintendent of Schools, School District #52, P.O. Box 517, Prince Rupert, B.C. V8J 3R6. Ph. 624-6717.

School District #52, Prince Rupert

Coordinator, Native Studies Curriculum Development

(Coordinator, Curriculum, Indian Culture - Traditional And Contemporary, Elementary, Secondary)

The Coordinator of Native Studies Curriculum Development is directly employed by School District #52. She has been working closely with the Indian Education Advisory Committee developing a major Native Studies Unit in grade 4 social studies.

This unit, which is almost complete, is being piloted in four schools this year and will be piloted district wide in September, 1983. Close contact will be kept between the teachers who are piloting the unit, the Curriculum Development Coordinator and the Indian Education Advisory Committee for evaluation of what has been done and guidance in future directions in curriculum development. Plans for further curriculum development include units in grades 5, 7, and 8 social studies.

Another part of the job involves working with the Port Simpson Curriculum Committee which completed a Food Curriculum Unit. The major concepts and learning objectives can be slotted into any grade level in subject areas such as social studies, science and home economics. An Elders' Group verifies information gathered for accuracy. The use of secondary sources has not been encouraged. This year the committee plans on implementing units at different levels and developing curriculum in another areas such as Travel and Trade, and the History of Port Simpson.

Work done by the Port Simpson Curriculum Committee directly led into the development of a grade 2 science/social studies program entitled "Time and Change in Port Simpson". Funding was received for this project from the Ministry of Education's IDEA (Indian Development Education Assistance) Fund. The project proposal met all the guidelines and was awarded a grant to $7,450.00 for the school year 1982-83. Members of the Heritage Research Foundation began work over the summer taking photographs and making tapes under the direction of the principal of the Port Simpson School. Teachers in Port Simpson and the Native Studies Curriculum Development Coordinator will continue working on the project this year.

The Coordinator is also available to work with education committees in Kitkatla and Hartley Bay upon request.

Quite an extensive library of reference books, teaching materials, children's books, articles, maps, charts, games and photographs has been built up by the Native Studies Curriculum Development Coordinator for the use of teachers in the district. As well, local artists have been commissioned to make artifact replicas such as cedar bark baskets, bentwood boxes, halibut hooks, soapberry paddles, adzes and longhouse models. These will be available for teachers to bring into their classrooms once pertinent units are developed.

The Coordinator will be working with the principals of both secondary schools this year investigating the possibility of including more native Indian content in secondary courses. At the request of both principals she is putting together a list of native Indian community leaders willing to come into the schools and speak to classes on specific topics.

For further information contact: Ms. Kathy Bedard, Coordinator, Native Studies Curriculum Development, Educational Services, 825 Conrad Street, Prince Rupert, B.C. V8J 3B8. Ph. 627-1536.

School District #52, Prince Rupert

Coordinator, Sm'Algyax Language Program

(Indian Language, Curriculum, Pre-school, Elementary, Secondary)

The Sm'algyax Language Program provides native language as a second language instruction in the ancestral language of the Tsimshian people during the school day in the reserve schools of Hartley Bay, Kitkatla and Port Simpson and in the evening in Metlakatla, where the students come to Prince Rupert to school by a daily ferry. The long term objective is tc reinstate the native language as a means of everyday communication in the four villages.

The program is coordinated by Jean Mulder, a Linguist who is hired by the school district to develop the Sm'agyax Language Curriculum and by the University of Victoria to provide training for the Native language teachers through the University of Victoria's Native Indian Language Diploma (NILD) Program.

Instruction, totalling 100 minutes per week is offered in nursery through grade 10 in Hartley Bay; nursery through grade 7 in Kitkatla; and nursery through grade 6 in Port Simpson. It is anticipated that instruction will be extended through grade 10 in the latter two villages within the next several years. In Metlakatla, instruction is provided three evenings per week in four levels covering nursery through Adult.

The Coordinator and Native Language Instructors for the village schools are funded through Special Programs from the Ministry of Education, while the Metlakatla instructor is funded by the Band.

A curriculum for nursery to grade 3 will be completed by June, 1983. Further curriculum will be developed through grade 10. The purpose of these materials is to provide a series of year-by-year curriculum units which focus on the sound system, vocabulary and basic grammatical patterns. Each of these units is structured around a particular cultural topic such as kinship terms and the family, methods of food gathering and processing, etc. Teaching materials are also being developed to be used in the teaching of the curriculum units. Items being prepared include flashcards, language master cards, language games and audiovisual materials. While the entire Sm'algyax Language Program emphasizes verbal skills, literacy skills in Sm'algyax are also being taught.

The school district is working towards having the language teachers receive teacher training. At this time professional training is being provided to all the native language teachers through the University of Victoria's NILD Program, which is being offered in Prince Rupert; through in-service workshops which concentrate on curriculum implementation, unit planning, evaluation and field testing prepared materials; and, for one native language teacher, through Simon Fraser University's NTEP Program (Prince Rupert).

Evaluation is done at the program level and at the classroom level. Progress at the first level is evaluated by the Superintendent, the Program Coordinator, the village school principals and the Sm'algyax language teachers, while evaluation at the classroom level is in the form of written comments at the end of each grading period which are based on participation, verbal and written comprehension and expression, and amount of native language use inside and outside class.

For further information contact: Jean Mulder, Linguist, Sm'algyax Language Program, Educational Services, 825 Conrad Street, Prince Rupert, B.C. V8J 3B8. Ph. 627-1536.

School District #52, Prince Rupert

Time And Change Curriculum Unit: Port Simpson Elementary School

(Curriculum, Indian Studies, Elementary)

This locally developed community-based program explores concepts of time in the context of an overall cyclical model. Natural seasonal cycles are blended with life patterns in helping children learn time concepts.

The unit has been incorporated in the grade 2 science program and supplies an effective bridge to social science units. In future the program may be blended with a language program. Additional curriculum development may result in the expansion of the program to other grade levels.

As well as locally developed materials, the audio/visual resources of the Heritage Research Group have been drawn upon.

For further information contact: Ms. Kathy Bedard, School District #52, P.O. Box 517, Prince Rupert, B.C. V8J 3R6. Ph. 624-5031.

MISCELLANEOUS

Faculty of Education, University Of British Columbia: Chehalis, Lytton, Klemtu, North Vancouver,

Native Indian Paraprofessional Training Program

(Teacher Aide, Teaching Assistant, Adult Education)

The purpose of the Program is to provide effective training for native Indian adults to work with schools as teaching assistants, native language teachers, cultural enrichment workers, tutors, or other paraprofessional roles. The emphasis is on developing support and interaction skills with children, parents and teachers - not in assuming clerical duties for the teachers. The successful participants receive a Certificate at Level I or II and are encouraged to consider continuing into teacher education.

Skill development in areas in which native Indian paraprofessionals can make a special contribution to the classroom are accented: tutoring individuals and small groups of children, cultural infusion, language development, teaching a native language, liaision with parents, and orientation and support for teachers.

The basic program consists of a series of workshops (2-5 days per month) guidance in developing practical skills. This is an on-the-job training program. Coursework includes areas such as classroom management, lesson planning, cultural infusion, unit planning, content in school subject areas, child development, communication skills. Learning packages have been prepared for each major topic of the program. They serve as resource files and workbooks for the paraprofessionals, the course instructors and the local coordinator or contact person. Each packet contains a detailed outline of the workshop content.

Program organization and content are adapted to the needs of the trainees and their community after close consultation with the community.

The Programs are funded jointly by the local Band or school district and the Field Development Office of the Faculty of Education.

For further information contact: Dr. Art More, Supervisor of Indian Education, Faculty of Education, University Of British Columbia, Vancouver, B.C. V6T 1W5. Ph. 228-2338.

University Of British Columbia, Faculty of Education, Vancouver

Indian Education and Cultural Differences Videotape

(Teaching Strategies, Language Arts, Curriculum, Home School Coordinator, Indian Culture - Traditional And Contemporary, Elementary, Secondary)

"Indian Education and Cultural Differences" is a 66 minute, color, video tape program which studies educational opportunities, problems and programs for Indian children in British Columbia. The program is aimed at teachers and was prepared originally for the introduction to the Special Education course broadcast over the knowledge network in 1980-81. The program was produced by the Faculty of Education, University of British Columbia, and the content was arranged by Dr. Art More, Supervisor of Indian Education in the Faculty of Education.

The program is divided into two 33 minute segments. The first segment deals with introductory and background information, educational problems faced by Indian people, and sources of these problems. The second segment deals with solutions, and promising directions for improving education of Indian children.

The program is based on interviews with Indian leaders, parents, Home School Coordinators and education workers. It also includes interviews with teachers and administrators. Interviews are supported by visits to classrooms, schools, and communities. The program was filmed in Aiyansh, Merritt, Lytton, and Vancouver in March 1981.

The program is primarily for professional development of teachers, it does not deal in any depth with the political ramifications of Indian education. It may be used by a school staff or a school district as a basis for analyzing its own programs, or as part of an in-service workshop for teachers, administrators or trustees.

"Indian Education and Cultural Differences" is available in color on 3/4" cassette, 1/2" cassette, and 1/2" reel.

For further information contact: Dr. Art More, Supervisor of Indian Education, Faculty of Education, University Of British Columbia, Vancouver, B.C. V6T 1W5. Ph. 228-2338.

The Vancouver Museum, Vancouver

School Programs

(Art, Indian Culture, Elementary)

Kindergarten - Primary Program Magic Forest

The visit to the Magic Forest lasts about one hour. During that time the children visit the gallery to learn to identify designs in the North West artifacts. While they discover frog, raven, salmon motifs they hear Indian stories and legends. The program is a "hands on" experience. Children have opportunities to touch masks, cloaks, rattles and totem poles.

Grade 4 Visits Technology of the North-West Coast

These 1 hr, 15 min. visits focus on the technology of one group of people of the North West. The Coast Salish people are currently featured. The students examine methods of food preparation including the use of the bent box for cooking salmon and clams. They learn about berry gathering and taste dried berries. They prepare Indian ice cream (whipped from soopolallie berries and taste it. Some bark preparation and weaving are demonstrated. The students use an adze and antler wedges to split wood. Finally, they participate in a ceremony and salmon feast.

Kits

Ten different kits have been obtained from the National Museum of Man in Ottawa. These kits can be borrowed from the Vancouver Museum for a two week period by teachers. A $5.00 charge is levied and the teacher is responsible for pick up and return. The kits contain about 10 artifacts, a manual, written resources (books, leaflets, cards), prints, films or filmstrips or slides. Some titles available are:

Coast Salish Indians
North West Coast Indians
Musical Instruments of the Native Peoples of Canada
Toys & Games of Native People of Canada
Skin, Stone, Snow & Bone

For further information contact: Ms. Beverly Sommer, School Programs Coordinator, Vancouver Museum, 1100 Chestnut Street, Vancouver, B.C. V6J 3J9. Ph. 736-4431.

British Columbia Provincial Musuem, Victoria

Education Programs

(Indian Studies, Elementary, Art)

The B.C. Provincial Museum offers the following Indian Education Programs based on their exhibits and collections. The programs complement the provincial Social Studies Curriculum and are changed periodically. In 1983 the following were available:

EAGLE AND HIS FRIENDS Grades 1, 2, 3

Eagle and His Friends, an animated legend about how fire was brought to the People, takes place in the Museum Big House. The students are introduced to Indian mythology through role playing and dramatization and are able to try on masks, button blankets and other ceremonial regalia.

PEOPLE OF THE KEKULI Grades 4, 5, 6

The People of the Kekuli, the Interior Salish included many different peoples who spoke related languages. Though the languages were different, these people had similar methods of utilizing the environment. The Children experience something of the life of the hunters of the plateau - wear clothing, use tools and implements, and visit a winter dwelling.

Ethnobotany Grades 5, 6, 7

Plants played a major role in the lives of the B.C.'s Native Peoples. Their economic importance arose from their use as food, raw materials and medicine. Student will learn the importance of plants in all aspects of Native Culture.

Special programs conducted by museum staff can be arranged for out of town schools and junior/secondary school.

Professional day seminars or workshops, in depth tours of special exhibits, lectures on special topics at schools or community museums may be arranged for teachers.

To book programs and tours contact Jo Cruise, Tour Secretary. Ph. 387-1358.

For further information contact: Ms. Arlene Otke, Education Officer, B.C. Provincial Museum, Victoria, B.C. V8V 1X4. Ph. 387-1358.

Ministry Of Education, Indian Education Branch, Victoria

The B.C. Provincial Indian Education Program

(Coordinator, Consultant, Curriculum, Academic Skills Development)

Indian Education in the B.C. Public schools is organized through the Indian Education Branch , within the Schools Department, Division of Special Education. It is staffed by a Director and a secretary.

Through 51 participating school districts, the Branch is involved in preventative and alternative programs, native language and culture |pgs and the engagement of native para-professional workers. A major feature of the programs is consultation and cooperation with the native Indian communities. The funding is additional to the basic education grants.

An increasing number of native language and cultural studies programs are being developed and offered to all students, native and non-native, in provincial schools.

Inservice programs are offered to schools and districts.

Two major kits and two resource books have been published. Descriptions of them follow.

For further information contact: Dr. Saul Arbess, Director, Indian Education Branch , Ministry of Education, #203 - 835 Humbolt Street, Victoria, B.C. V8V 2M4. Ph. 387-1842.

Ministry Of Education, Indian Education Branch, Victoria

West Coast Indian Fine Arts Kit

(Curriculum, Indian Studies, Elementary, Secondary)

The kit consists of three videotapes in either 3/4" or VHS format with accompanying teacher's guides.

"Yaa. 7aa, Me - I'm In Awe" shows the Haida artist, Robert Davidson making a drum to be given away at a potlatch. He paints a killer whale design on the drum.

"The Birth of Big Beaver" shows the Nisgha artist, Norman Tait, and his apprentices carving a 55 foot totem pole. The ceremonial pole raising at Field Museum, Chicago is shown too.

"The Revival" deals with both the revival of traditional forms and creation of new forms in north west coast art.

The kit is available for purchase from the Provincial Education Media Centre or on free loan from the Indian Education Branch .

For further information contact: Dr. Saul Arbess, Director, Indian Education Branch , Ministry of Education, #203 - 835 Humbolt Street, Victoria, B.C. V8V 2M4. Ph. 387-1842.

Ministry Of Education, Indian Education Branch, Victoria

"Classrooms That Work for the Native Indian Student"

(Teaching Strategies, Elementary, Secondary)

This New Strategies Kit consists of the videotape "Classrooms That Work for the native Indian " in three segments; Curriculum Content; Classroom Interaction and Instructional Strategies.

The kit includes a Resource Book which elaborates upon the strategies seen on the tapes.

The 3/4" or VHS format videotapes are available for purchase from the Provincial Education Media Centre or on free loan from the Indian Education Branch .

For further information contact: Dr. Saul Arbess, Director, Indian Education Branch , Ministry of Education, #203 - 835 Humbolt Street, Victoria, B.C. V8V 2M4. Ph. 387-1842.

Ministry Of Education, Indian Education Branch, Victoria

Secondary Language Arts Resource Book

(Language Arts, Teaching Strategies, Secondary)

Nax'nilh Algax Ha'm (Listen to Us Speak). Considerations for Teaching Language Arts to Native Students in Secondary Classrooms. by Carol Nakonechny And Starla Anderson.

The resource book is intended for use in the mainstream secondary school learning assistance centers and language programs on behalf of native Indian students experiencing difficulty in the Language Arts Program. An excerpt from the Preface gives the scope, intent and orientation:

> "This handbook has been written for non-native high school teachers working with adolescent native students who are having educational difficulties. We do not discuss native students who are doing well in the public school system and these are thankfully growing in number. Neither do we explore the rich fund of native initiatives in curriculum or reserve-

> based schooling. Our scope is limited to language issues pertaining to native students who have difficulty learning in the public secondary school system."
>
> "Much of the theoretical discussion and practical application suggested in this handbook will appear to be equally appropriate for all students, whatever their cultural origin. Since there are universal rules for language development that hold true for all people, it follows that there will be common principals of good teaching methodology, no matter which particular cultural group it is addressing - whether Italian, Chinese, Ukrainian, Norwegian or native Indian. However, students from different socio-cultural backgrounds bring with them differentways of using language and different styles of learning. This handbook outlines some special considerations for the language and learning styles of many native students."

Unfortunately, this resource book is out of print, but it may be reprinted. However, it was circulated to all school districts enrolling Indian students. Indian Education Coordinators, Special Education Coordinators and Teacher Professional Libraries should have copies.

For further information contact: Dr. Saul Arbess, Director, Indian Education Branch, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 2M4. Ph. 387-1842.

Ministry Of Education, Indian Education Branch, Victoria

Elementary Language Arts Resource Book

(Language Arts, Teaching Strategies, Elementary)

Listen to What I Really Say (A Practical Guide to the Teaching of Language Arts to Native Indian Students, kindergarten to grade 7) by Margaret "Peg" Klesner.

This resource booklet, published in 1982, is intended for use in the regular elementary classroom, in the learning assistance center and in special needs programs. Its aim is to enhance the native students' English language skill development by emphasizing cognitive and affective strengths and by teaching to these strengths. It is child-centered, a high pleasure approach which validates the native child's own rhythm and experience as the foundation of success in learning. These following topics are covered:

- community education
- culture and curriculum
- differences in learning style
- book selection and library use
- teaching to strengths
- diagnostic teaching of reading
- the use of diagnostic teaching
- oral language (listening and speaking)
- diagnostic analysis and prescriptive teaching
- reading - physiological readiness
- individualized programming & tutoring
- support services, learning assistance library
- culturally relevant material
- parent support services
- native language instruction
- language reading
- basal readers
- reading aloud
- language experience
- writing
- language expansion
- motivation

The author has had considerable experience teaching Indian children in North Vancouver, northern B.C. and Manitoba. The book is available from Public Services Branch, Parliament Buildings, Victoria, B.C. V8V 2M4.

It is free to school district personnel. $2.00 to others. Make cheque payable to Minister of Finance.

For further information contact: Indian Education Branch, Ministry Of Education, Parliament Buildings, Victoria, B.C. V8V 2M4. Ph. 387-1842.

APPENDICES

Appendix A
Home School Coordinator -- General Description

For more than 10 years, Home School Coordinators (HSC's) have been a dynamic force for the improvement of Native Indian Education in British Columbia. Since the position was first created in Merritt school district in 1969, HSC's have acted as liaison and support agents in the Home-Student-School triad. In this role the HSC performs a broad range of functions which can be categorized as follows:

1. Liaison/resource person activities
2. Administrative activities
3. Student centered activities
4. Counselling activities
5. Infrastructural activities.

Liaison/Resource Person Activities:

Within this category the HSC generally performs informational, facilitative, organizational and advisory functions. In the informative role the HSC is usually required to meet regularly with school district administration and staff, Band Education Committees, funding agency representatives and organizations to disseminate information and/or evaluating the progress of individual students and programs. Frequently the HSC calls upon such meetings, particularly when the triad is strained or non-operative. The HSC may interpret in cases where language is a barrier to effective communication. In addition, it is common for the HSC to organize and facilitate social functions in order to strengthen the relationships.

Administrative activities:

It is usually necessary for the HSC to perform some administrative duties. These duties may include secretarial functions, monitoring and disbursement of funds (usually in the form of student allowances and material purchases), correspondence, and compilation of program budgets, proposals and reports.

Student Centered activities:

While it is recognized that the home-student-school relationship functions best as a cohesive unit, the most crucial intervention point is the student. The HSC must closely monitor and document the progress of each student so that diagnosis and intervention procedures will address individual difficulties effectively.

Although HSC's sometimes operate as study supervisors, teacher aides, and playground supervisors, more frequently their intervention deal with learning and/or personal difficulties. The HSC may counsel, tutor, and occasionally locate truant students and act as student advocates in legal proceedings.

Counselling:

HSC's usually find that a large proportion of their time is spent in counselling students, parents, and teachers. Frequently the problems relate to cultural disparities, personality conflicts and personal difficulties which can only be addressed on an individual basis. In this regard the HSC's play a vital role since they are the most readily available person to repair any schizm which may develop.

Infrastructural activities:

Within any educational program there are tasks and circumstances which have a potential impact on the program. Tasks such as answering the phone, bus duty, emergency transportation, and other duties become the responsibility of the HSC.

Clearly, the role of the HSC is vital to the home-student-school relationship. Their activities provide a first-line defense against communication problems and misunderstandings and help to ensure that effective educational opportunities are readily accessible to native Indian students.

Recent data from HSC's throughout B.C. provides a list of tasks most frequently performed by HSCs:

Home School Coordinator Tasks Most Frequently Performed (in decreasing order)

Liaise School District #, students and parents
Monitor Student Attendance and Progress
Maintain Student Files
Counsel students
Orientation for students and teachers
Counsel Families
Write Budget
Help students Understand Work
Home Visits
Referrals
Liaison
Attend Weekly Meetings
Parent Visits
Assist Parent-School Visits
Counsel Teachers
curriculum Enrichment
Assist Course Selection
Make Month-end Reports
Sex counselling
Collect Transcripts
Organize Adult Classes
program development
Locate truants
Create/Maintain Nominal Lists
curriculum development
Interprete
learning assistance
Write proposals
Accompany students in court
Administer student Allowance
Adult tutoring
Answer Phones
Emergency Driving
Fill out forms
Organize Fund Raising
Playground Supervision
Screening Committee for Alternate program
Supervise Alternate Classes
Bus Duty